

College of Public Health School of Social Work

Bachelor of Social Work Field Manual

2022-2023 Academic Year



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SCHOOL OF SOCIAL WORK**

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FOREWORD

One of the most important, and exciting, components of social work education is the field practicum. In the Council of Social Work Education (CSWE) 2008 Education Policy and Accreditation Standards (EPAS) Field Education was named the Signature Pedagogy. Educational Policy 2.3 reads:

“Signature Pedagogy: Field Education Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.”

cswe.org/Accreditation/Standards-and-Policies/2008-EPAS

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 to provide BSW students high quality field education experiences. Field education programs and courses are coordinated from the Philadelphia campus.

The Office of Field Education staff looks forward to working with you.

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 nine core competency areas.

BSW PROGRAM OBJECTIVES – The primary goal of Temple University’s College of Public Health School of Social Work 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.

BSW FIELD PRACTICUM COURSE OBJECTIVES – The primary goal of Temple University’s College of Public Health School of Social Work Office of Field Education curriculum is to provide students with the opportunity to apply theory to practice within practical field settings throughout the United States and across the globe. BSW Field Education objectives and outcomes apply to BSW courses: Social Work Field Practicum I and II, SSWU 4187/4287.

INTERNSHIP AND PRACTICUM: These terms are used interchangeably throughout this document.

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SCHOOL OF SOCIAL WORK

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STATEMENT ON COMMITMENT TO RACIAL JUSTICE

As an essential manifestation of the School of Social Work's mission of social transformation and pursuit of social justice, the school strongly condemns and unequivocally rejects white supremacy and racism. As an educational community, we are committed to creating environments in which anti-racist teaching and learning occur. If you believe you have experienced or witnessed acts of racism, please reach out to a trusted faculty member, administrator, or advisor within the School. The Temple University Office of Equal Opportunity Compliance provides information, assistance, and complaint resolution (<http://www.temple.edu/eoc/index.html>)

SCHOOL OF SOCIAL WORK

OVERVIEW

The School of Social Work (SSW) opened in 1969 as the School of Social Administration to develop and promote leadership in the public sector. The School's first MSW class graduated in 1971, and the first BSW class graduated in 1973. In an effort to offer social work education to underserved areas throughout Pennsylvania, the School later opened its program at the Harrisburg campus. 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. The SSW is fully accredited by the Council on Social Work Education.

SSW faculty engage in a range of research, teaching and practice initiatives including, 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, institutionalized identity-based oppression, and suicide prevention; many of these efforts are through partnerships with public and non-profit organizations.

Today, there are over 10,000 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.

MISSION AND GOALS

The School of Social Work (SSW) is dedicated to societal transformation to eliminate social, political, economic injustices for poor and oppressed populations and to advancing the quality of life for all through:

- Education emphasizing the discovery of knowledge, use of critical inquiry, and application of professional ethics to guide solution seeking and action to effect social change among professional social workers in front-line, supervisory, managerial and 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 to aid the dissemination of knowledge and evidence-based strategies.
- Responding to the needs of constituents through collaborations and partnerships with communities, agencies, and organizations.

The goals of the School of Social Work are:

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

The faculty are committed to providing content on anti-oppressive and trauma-informed social work practices in their courses. These content areas are critical to engaging in social work practice in today’s world. They are also placing an even greater emphasis on experiential learning in coursework. This should enhance student learning and application in the field.

The SSW Mission and Goals inform all aspects of the school’s programs, including the BSW curriculum.

BSW PROGRAM COMPONENTS

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 generalist 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 9 standardized core CSWE competencies 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged

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

in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

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

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

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual,

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

Social workers:

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

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these

methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias,

power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

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

Social workers:

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

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. selects and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyzes outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

BSW PROGRAM CURRICULUM

Driven by the CSWE EPAS core competencies, Temple University's BSW generalist 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 generalist 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.

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, in-person 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, in-person and online.
- **Field Education Specialist:** This is a staff member of the Office of Field Education. Once a student applies for a field practicum, 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 practicum 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 practicum, 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 a BSW or MSW 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 FIELD PRACTICUM APPLICATION AND INTERNSHIP PROCESS

All students must submit a completed field application via the Office of Field Information and Application Portal, <https://sites.temple.edu/sswfieldducation/> 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 and deferral of graduation date. Applications are due 120 days prior to the start of an internship.

- . If a student missed the application submission deadline they should:
 1. Contact the Office of Field Education via email at fielddedu@temple.edu. Leave your full name, internship level, TUID number, year and semester of internship request and reason for lack of submission of the field application.

2. Submit a completed field application via the Office of Field Information and Application Portal, <https://sites.temple.edu/sswfieldeducation/>
3. Await on an email from the Office of Field Education or field staff person. Someone from the field department will contact you with next steps after you complete the application.

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

Field practicum application materials are reviewed initially to make sure that the application is complete. These materials are then assigned to a field education staff person. The field person will reach out to you via TUmial as a first introduction to identify themselves and to schedule an appointment with you. Students are encouraged to reach out to field staff assigned to them for placement as well to brainstorm about an internship ideas, ask questions about internship opportunities, inform staff about changes to field application, to gain a clear understanding of the internship process, etc.

Field education staff utilize mapping technology to identify agencies that are within a student's community and that has potential to provide students with a quality field experience. (Since our student population is located in the city, suburban and rural areas; community is defined as no more than 50 miles away from student's home.) The field staff person will attempt various approaches to identify or assist student in the identification of a suitable internship site, such as, contact an appropriate agency and refer the student for an agency interview or recommend next steps depending on student's placement option. 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 practicum. During these discussions, students can also convey ideas for practicum 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 may identify a practicum 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 or any other interview for an internship, the particular educational opportunities and agency expectations will be outlined. Please remember that all fully online students must locate their own internship (via Employment-based or Self-Referral Options), however, the field education staff person assigned will

assist with assuring the student's internship search is on track, make recommendations and assure compliance of agency site.

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 practicum standards, SSW field curriculum, Temple University, College of Public Health and School of Social Work standards.

If the student has applied for an Employment-Based practicum, the field education staff will review these materials as well, and will schedule a meeting with the student, prospective field instructor and current employment supervisor. Please note: There is no guarantee that an Employment-Based Practicum 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 practicum, 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 practicum, they must submit a completed Student Self-Referral form in order for the Office of Field Education to complete the confirmation process for practicum. The Office of Field Education must contact the agency as well to ensure the quality of practicums 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 practicum.

Students can indicate agencies of interest on their applications 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.

FIELD HOURS

Emergency CSWE Field Provisions due to COVID-19: Temple University Office of Field Education Implementation Plan for Spring 2020 to Spring 2022 Only. (Regular policies and processes apply outside of this time period.)

Flexibility in hours is approved from Spring 2020 up to and including Spring 2022 semesters. There are some unique opportunities and OFE supports the need to be flexible with students during this time of COVID-19. Reduction of Agency Hours: (onsite, hybrid and/or remote experience for full semester)

Please Note: Due to flexibility in CSWE field policies all BSW Senior students accumulated a minimum of 200 hours per field practicum.

BSW Year

(Fall 2020) Social Work Field Practicum I -15 weeks @ approximately 9 hours per week ▪ a minimum of 140 hours at agency, with additional 60 hours being supported by learning within the School of Social Work.

(Fall 2021) Social Work Field Practicum I -15 weeks @ approximately 9 hours per week ▪ a minimum of 155 hours at agency, with additional 60 hours being supported by learning within the School of Social Work.

(Spring 2021 and 2022) Social Work Field Practicum II- - 15 weeks @ approximately 9-10 hours per week with a minimum of 165 hours at agency, with additional 35 hours being supported by learning within the School of Social Work.

PRACTICUM OPTIONS

FIELD DEPARTMENT PRACTICUM OPTION- IN-PERSON STUDENTS ONLY

Student completes the field application, submits it to the Office of Field Education and a Field Education Specialist will be assigned to locate a practicum 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.)

Fully Online students, admitted after Fall 2021, will have the options of Student Self-Referral or Employment-Based for practicum placement. The Field Education Specialist will work in close partnership with online students to assist with this process.

STUDENT SELF-REFERRAL OPTION²

A student can independently contact an agency to solicit their own field practicum, including making inquiries to determine if an agency is interested in a student intern. If a student is fully online, in-person student or prefers this option, a Student Self-Referral Form must be submitted. After submission of the form the Office of Field Education will contact the agency to ensure the quality of practicum, learning opportunities for the student, as well as maintaining a clear relationship between SSW are viable. In addition, the agency must complete necessary affiliation agreement 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 practicum. 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 practicum process.

EMPLOYMENT-BASED OPTION

An Employment-Based Field Education option is available for those students who would like to complete their field practicum 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 generalist practicum with assignments that are educationally appropriate as well as separate and distinct from the employment experience.

The plan for field education must be educationally focused and must meet the criteria that have been established for all the school's field education practicums.

² A copy of the Self-Referral Form can be found in Appendix

The agency must be able to demonstrate that the student's employment responsibilities have educational merit related to the generalist or advanced field practicum courses and document this information on the Employment-Based Field Education practicum form.

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 practicum for the student and meets SSW field instructor criteria or an off-site field instructor, who meets CSWE requirements. Field instructors are expected to fulfill all field instruction responsibilities and attend the SSW New Beginnings in Field training and optional 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 confirmed at the agency for an Employment-Based Field Education practicum.

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 practicum sites. (Termination from an Employment-based Internship aka student's current job, will negatively impact student's field course grade.)

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 or provide schedule flexibility for new employees. Students interested in this option should plan ahead and attempt to have a year to 6 months at their place of employment prior to the anticipated start of their internship.

Students who decide to terminate their jobs, start a new job/position or change Employment-based proposal, prior to the start of their field internship may not be placed for the upcoming semester if they have already been confirmed for practicum with their previous employer.

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

EMPLOYMENT-BASED FIELD AND SPECIALIZED PRACTICUMS POLICIES

Policies are provided below which will ensure that the student is participating in:

- job related, new and/or enhanced learning experiences during the field placement;
- level-specific competencies guide and direct the field experience;
- the learning environment is maintained;
- and that the learning role is safeguarded for the student.

The opportunity to complete an internship at a student's place of employment is a terrific one, however, before moving forward, please review all the information presented below and make a fully informed choice. The below policies, procedures, and Employment-Based Proposal (EBP) will guide your field experience as well as field practicum courses. The blend of a job and a field practicum is a unique experience in any work setting. Students over the last 25 years have benefited from this unique opportunity.

The Student Role vs. the Employee Role

The student and employee roles overlap in some ways and yet are fundamentally different. Commonly, both students and employees participate in an orientation/probationary period and engage in agency training. Tasks performed by both may, at times, be identical, as well. Further, both the student and the employee are expected to comply with organizational policies and practices. Considering these many similarities, the question arises: what, then, is different?

Differences fall under several categories: purpose for being at the agency, the nature of field activities, the supervision model, and workload. The explanation begins with consideration of the purpose for the student's presence at the agency. The purpose for the student's presence is to enhance the student's education and not the agency's need for employee productivity. Given that the purpose is different, it follows that the student's projects and activities will be viewed differently and possibly enhanced in type and quantity. Rather than focusing on the agency's needs, the student's projects and activities will relate to the level-specific field competencies; at times these will appear to be the same or similar.

Furthermore, the student's supervision model for field experience plays a role in explaining the difference. Supervision of a student is referred to as "Field Instruction," because within the role is a definite element of teaching that

extends throughout the field year. This is different from the supervision that employees typically receive. Supervision of a student focuses on the identification of, and application of theories utilized in practice, the development of critical thinking, and the evaluation and implementation of alternative practice approaches. Typically, agency supervision of employees often focuses on attending to agency policy and procedures and on the important agency goal of productivity. Related to that, one may find that workload is another difference.

Policies for the Consideration of an Employment-based Field Placement

The policies stated below assume that the student will continue to be employed by the same agency during the duration of Field Practicum Part I and Part II courses. Student will only have opportunity to receive approval for one EBP per academic year. TU SSW OFE does not want any student to remain in an agency if the learning experience has ceased, student feels unsafe, harassed, etc., therefore we ask that you fully consider this option, keeping in mind your current working conditions, management, organizational change, etc. The completion and grading of your field courses are directly linked to your employment-based internship and therefore unilaterally leaving your employment position (internally or externally) or being terminated by the agency will negatively impact the field course grade, likely ending with a failure. We highly suggest, before submitting an EBP students should assess for themselves whether the agency follows strong ethical values and provides a stable learning environment.

Student must review and follow all policies and procedures:

Student Responsibilities: When applying for an employment-based field internship, the student is the primary person in this process. The Field Education Specialist assigned to the student will assist you in the process but completing and submitting all documents is the responsibility of the student. The EBP process can be a lengthy one, so the field office suggest that students begin to talk about this option with their employment agency and current supervisor as soon as possible.

Employment Requirements: Students must be employed at the agency they are planning to utilize for field internship purposes for 90 days or more. Employment at an agency under 90 days will not be considered.

Letter of support: Student must submit a letter of support for the internship from their current supervisor, which should include whether or not student has passed probation and/or have been at the agency for 90 days or more.

Hours: Please keep in mind that your field internship is taking place at your place of employment, but the Office of Field Education does not follow agency/ organizational guidelines when calculating field hours. We follow the Council on Social Work Education EPAS, licensing board requirements and the best learning interpretation by TU CPH SSW Office of Field Education. Below is how field internship hours are captured:

Generalist (Foundation) year students-

- 35-40 hours per week at place of employment = 16 hours that can be utilized each week toward your generalist field practicum. (This does not include jury duty, vacation and sick.)
- 20 hours or more= 8 hours that can be utilized each week toward your generalist field practicum. (This does not include jury duty, vacation and sick.) Student must commit to additional hours at the agency.

PRN ("pro re nata" or as needed) employment does not qualify for use under Employment Based Field Practicum.

Field Instructor Eligibility: A student's direct supervisor cannot serve as their field instructor but can serve as the Task Instructor, even if your supervisor has a BSW or MSW and is two years post-graduation. All Field /Task instructors must complete TU CPH SSW: Nuts and Bolts to Field Education session (via Zoom) and complete the Field/Task instructor profile.

Task Instructor: Individuals who may or do not have a BSW or MSW; is the student's current supervisor and has expertise in the area where the student will be completing their internship. The task instructor is very involved in the supervision and evaluation of the student experience.

Field Instructor: This role is significant in the development of professionally competent BSW graduates. Individuals who are field instructors for BSW students must have a BSW or MSW degree from an accredited school of social work and 2-years post-degree practice experience.

Agency Eligibility: The agency must meet the regular criteria for affiliated agencies, provides fully executed contract (Affiliation Agreement) prior to the start of field internship.

Field Internship Approval: Student CANNOT start Employment-based field internship without meeting all Temple University, College of Public Health, School of Social Work and field agency requirements:

- **CastleBranch System requirements:** Applicable criminal background check, FBI, child abuse check, etc. for the state where the field practicum/ agency via this system
- **Affiliation Agreement:** Fully executed
- **Employment-Based Proposal Form:** Paperwork must be completed prior to the start of the academic semester.
- **Letter of support:** Job Supervisor must provide a letter of support for plan of action
- **Learning Contract:** The Learning Contract is an integral component with the field practicum course. It is used to aid in the arc of learning expected of all students within field education courses. The Learning Contract must be completed as part of the approval process for using a job as the internship. If your current job does not cover all the competencies listed in the Learning Contract, you may have to complete additional hours in another department.
- **Meeting for all parties involved (zoom or in-person):** All individuals (Task and Field Instructor, Student, Field Education Specialist) involved in the student's learning experience for the academic year must meet in a scheduled meeting to discuss and confirm the Employment-Based Proposal.

Specialized Types of Employment-Based Field Internships

Employment-based field internships under these categories follow the same policies and procedures listed previously under Employment-Based Field except for the following:

- No probation requirement
- Letter of support will come from Field Instructor and Task Instructor (if applicable)

Paid Internships: These are internships offered by an agency with a stipend or hourly compensation rate attached directly related to the internship opportunity. Hours are accrued weekly for students as follows: 16 hours for Generalist Year students (Some agencies require that students attend field over university breaks.)

PRACTICUM REFERRAL AND CONFIRMATION

Field Education staff member will support all students in the confirmation/finalization of their field internship. Under the Field Department Referral of Student Option, the field education staff will refer the student to the field instructor for an agency interview. At this interview, the 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 practicum standards and SSW field curriculum. In addition, if the practicum is to be Employment-Based, the field education staff may wish to participate in this meeting 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 Employment- Based, Self-Referred, 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, will you with the permission of the Office of Field Education seek out another agency referral. Once a student's practicum is confirmed the student should not continue new searches for additional options or opportunities. The field department will decline new student submissions after their practicum has been confirmed for the academic year. If outstanding concerns surface the student should contact their field practicum person immediately.

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 practicum, 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. The student may have a support person attend as well.

Students confirm their practicum assignment by contacting their field education staff assigned to them for practicum. Assuming 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 practicum 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 practicums prior to the start of the academic year. If a student begins the practicum 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 practicum late, losing practicum possibilities, or not being placed for the upcoming semester or year.

CONFIRMATION OF FIELD PRACTICUM

Once a student has been confirmed for practicum for the upcoming semester a student **CANNOT** continue to seek out a new practicum. This includes

Employment- Based, Self-Referred, or Office of Field Education practicums. If a student rejects a practicum 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 practicum rather than a 2 day practicum. 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.)

WEEKEND AND/OR EVENING PRACTICUMS

There are very few practicum 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 practicum. 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 practicum 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 Practicum 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 PRACTICUM SITES

Students may not complete a field practicum 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 practicum 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 practicum 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 practicum;
- 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 practicum.

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.
- Attend training session(s) conducted by the Office of Field Education (Optional)

FIELD LIAISON

The role of the liaison is to maintain the educational integrity of the field practicum, 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 practicum 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 practicum, to deal with problems that may occur during the course of the practicum;
- Review all field related assignments, including but not limited to: the student learning contract, semester evaluation, course assignments, and 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 practicum, 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 practicum;
- Arrange life and work schedule to include a field practicum 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 practicum 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 practicum, with field instructor or task instructor (if applicable) signature affixed and submit with detailed 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 practicum activities assigned by field and/or task instructor;
- Utilize personal cell phones during practicum 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 PRACTICUM.

- Any student who leaves their practicum without following the appropriate procedure for addressing practicum 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. Additionally, student should be registered for the course at least six weeks prior to the start of the semester in order for the field office to integrate student into appropriate web-based systems.

ORIENTATION TO FIELD PRACTICUM COURSES

Prior to or during the first weeks of classes, BSW students must complete **required** 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, amongst other on-boarding assignments. 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 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 Canvas and eValue 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 Director or Assistant Director of Field Education.

A student risks failing field if they:

- 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:

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

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

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 practicum, as well as meet all other practicum 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 practicum hours per academic semester for a minimum total of 400 hours per year. **Students cannot end their field practicums 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, see course syllabi. 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. However, all variations must be discussed with the field instructor, task instructor (if applicable) 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 practicum (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.

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.

Planned Absences:

Planned absences for more than two days from field practicum are not approved by this office and cannot be approved by your agency (i.e. planning a honeymoon, vacation, etc. during the semester). Accumulating hours ahead of an absence (i.e. banking hours) is not approved.

Unplanned Absences:

Understanding that some absences are unpredictable or unavoidable (such as an illness (i.e. hospitalization, etc.)), a student is obligated to make up the lost time.

For unplanned absences more than 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, task instructor (if applicable) and field 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 practicum. If there are any questions specific to your circumstances, please reach out to the Director or Assistant Director of Field Education.

BACKGROUND CHECKS & MEDICAL RECORDS

Background Check Information:

The Office of Field Education mandates that all students obtain the maximum clearances required by the state in which the practicum is located as outlined by CastleBranch (<http://temple.castlebranch.com/>) starting October 1st, 2019.

A new set of clearances is required for ALL students each academic year.

Failure to obtain new and/or all clearances can lead to one or more of the following outcomes:

- Office of Field Education not confirming field practicum
- Student being required to drop field course
- Removal from field practicum site
- Office of Field Education denial of replacement of student

- Failing grade in the field course

Student background checks and medical records are maintained by <http://temple.castlebranch.com/> and the student. The School of Social Work does not hold student background checks and medical records.

CastleBranch is the third party vendor that has access to your records submitted. As such, The Fair Credit Reporting Act (FCRA) requires that all students utilizing a third party vendor for confirming background checks and medical clearances sign a disclosure and authorization form. (Appendix I) This signed disclosure and authorization form will be submitted via Canvas.

The Fair Credit Reporting Act covers all background checks and medical clearances.

- The School of Social Work will NOT have access to student's credit report
- The School of Social Work IS NOT pulling student's credit report
- The School of Social Work is providing a summary of rights as required by Fair Credit Reporting Act (FCRA) as seen in Appendix K

If a student has a prior criminal record, or related concerns, the student should disclose this to the Office of Field Education for purposes of planning during the practicum placement process. The Field Education Specialist will meet with the student to brainstorm and discuss pertinent information related to clearances. (Student may not be able to participate in the field practicum course at certain sites, in whole or in part, based on information in the background checks.)

The Office of Field Education will make a good faith effort to secure a field practicum for students, including student's use of the Self-Referral process. If the Office of Field Education and/or student cannot secure an appropriate field practicum site based on information in student's background clearances, then the student will meet with the Assistant Director or Director of Field Education to discuss next steps.

Medical Records Information:

Each prospective field practicum site has its own policies and procedures on what records are required and how these records are handled. This may include additional items that Temple does not require. Many practicum sites, particularly those that are health-related, are requiring an updated immunization record and other medical verification including urine screens before beginning practicum. Additional cost may be associated with this type of practicum which is the responsibility of the student. If a site lists specific

health requirements needed, students will utilize CastleBranch (<http://temple.castlebranch.com/>) to complete those health requirements.

If a site requires that the Office of Field Education attest to completed health requirements via CastleBranch, then the student must sign an authorization form (Appendix J). The signed form must be submitted to the Office of Field Education's email (fielddedu@temple.edu) authorizing Temple University to release student information to the field practicum site.

DRESS CODES

SSW expects all students to be neat, clean and appropriate in appearance while engaged in all practicum-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 and/or field liaison 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. **Students are held responsible for all information sent through the Temple email system.** Students should check their email daily.

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 (universal across the United States)

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 their 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 their 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 practicums may be made.

STIPENDS AND ENHANCED PRACTICUMS

There are a limited number of field practicums 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 practicum. 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 practicums" 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 practicum 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 practicum.
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 Form³.
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 practicum agency to make arrangements for access/accommodations.

**Disability Resources and Services
Howard Gittis Student Center, 420
1755 N. 13th Street
Philadelphia, PA 19122
(215) 204-1280
drs@temple.edu**

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 coursework, only DRS can determine this, and accommodations are not

³ A copy of the Access/ Accommodations Request for Field Education Form.

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 their 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.

Given field practicum utilizes a "team" model, which is comprised of the faculty instructor, field liaison, field instructor, task instructor (if applicable), and student, all parties are advised of the accommodations requested by the student to make the field practicum experience as enriching as possible. If you have concerns or questions about this approach please speak with the Director or Assistant Director of Field Education.

Marijuana Usage Policy Statement:

Despite medical marijuana being legally available in numerous states for medical or recreational use, it is still illegal under the federal Controlled Substance Act. As an institution that receives substantial federal funding and student aid, we are regulated by federal laws. This includes not only the Controlled Substances Act, but also the Safe and Drug Free Schools and Communities Act and the Drug Free Workplace Act.

Students going into clinical experiences or internships should be aware that they may be drug tested and may have to provide evidence of their authorized medical use of marijuana. Students should also be informed that they might be prohibited from some field sites due to use of medical marijuana and applicable state or federal laws. Field coordinators should refer students using medical marijuana to Disability Resource Services for review of their documentation. The location of the internship should be provided with the referral.

Students should further be aware that despite medical or recreational legalization, many health care employment opportunities require drug testing, and a positive marijuana drug screen may interfere with future job opportunities or the ability to obtain licensure. This issue is rapidly evolving and students should keep apprised of applicable laws and regulations.

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 Practicum 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 4107/4108: BSW Field Seminar 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 Practicum experiences. Many classes, particularly in the research sequence, have assignments that optimally are conducted at the practicum agency. When composing the Learning Contract (described later in this chapter) assignments from other courses should be incorporated into the learning activities.

BSW (GENERALIST) FIELD PRACTICUM OBJECTIVES AND OUTCOMES

generalist Field Education objectives and outcomes apply to the BSW Senior practicum (SW 4187/4287). In the generalist field practicum, 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 generalist 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 practicum 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:

- Onboarding
- Learning Contract
- Learning Contract/Midterm
- End of Semester Evaluation
- Timesheet
- Supervision Form
- Check-In Report

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.

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, Check-In Report, Timesheet, LC/Midterm and End of Semester Evaluation may be found on the Canvas and/ or eValue course site related to the field practicum course. The Syllabus provides information on requirements and due dates.

LEARNING CONTRACT⁴

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.

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 practicum. (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.

⁴ A copy of the Learning Contract can be found in Appendix B.

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.

LEARNING CONTRACT/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.)

CHECK-IN

Students complete a minimum of 3 Check-In Reports 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 Check-in can be found in Appendix C.)

EVALUATION⁵

Near the end of each semester, the End of Semester Evaluations are scheduled to be released respectively to the student, then Task Instructor (if applicable) and then to the Field Instructor. Each release has a different date in order for each form to pre-populate to the next form. This allows time for the Field Instructor to review an assessment of the student’s skills as a self-report and from the perspective of the Task Instructor, prior to their submission of the End of Semester Evaluation. The entire process allows the student the opportunity to discuss their assessment of themselves prior to the

⁵ A copy of the Evaluation can be found in Appendix D.

submission of the evaluation form by the Task Instructor (if applicable) and Field Instructor.

Student Self-Evaluation will be sent to the student via an eValue link to complete. 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 practicum activities.

The student should reflect on their experience during the academic semester, assess skills learned and grade themselves accordingly.

Field and Task Instructors will receive a link via eValue to complete an evaluation of the student. 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 practicum activities.

The student's Self-Evaluation will be visible to the Task Instructor (if applicable) during this assessment stage. The student's Self-Evaluation and the Task Instructor's (if applicable) evaluation of the student will be visible to the Field Instructor while the Field Instructor completes the End of Semester Evaluation of the student. By allowing the Student's Self-Evaluation to be visible a discussion starting point for this evaluation process is established. This should be a constructive and collaborative process in which feedback is provided.

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. 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.

Once the Field Instructor completes the End of Semester Evaluation and clicks submit that evaluation is used to score the students field practicum experience. If the student disagrees with the evaluation, then they may submit 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.

The End of Semester Evaluation is located on the eValue site and cannot be submitted by any other method. If you, the Task Instructor or Field Instructor, have problems with the system please contact your field liaison for assistance.

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

TIMESHEETS⁶

All students must submit a Timesheet that reflects consistent attendance, and has been signed by the field instructor and/or task instructor (if applicable). In addition, the final Timesheet is submitted with the end of semester evaluation. Time requirements are discussed in the next section; sample Timesheets are found on the Canvas course site.

FIELD PRACTICUM 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 their 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 FORM⁷

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).

⁶ A copy of the Timesheet can be found in Appendix E.

⁷ A copy of the Supervision Form can be found in Appendix E.

STATEMENT ON COURSE ASSIGNMENTS CONDUCTED IN FIELD PLACEMENT AGENCIES

While in field internships students will be completing assignments that require use of client situations, agency research, groups, etc. Some of this information will be directly related to a client, counseling group or agency services. Any student that uses their field placement site for the completion of course assignments, must adhere to the following guidelines set forth by the School of Social Work found in Appendix L. Keeping in mind at all times to keep client and agency confidentiality, follow NASW Code of Ethics and professional responsibility.

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

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 2020:

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 dual 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 generalist 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.

As written by Andrea Murray in a NASW bulletin entitled "2021 Amendments NASW Code of Ethics: Self-Care and Cultural Competence", she states:

" In 2020, the social work profession was faced with new and unique challenges as frontline responders to both the global COVID-19 pandemic and the racial and social justice crisis, all demanding drastic systemic changes. NASW has risen to the occasion by taking action in real time to address the needs of the profession through social media forums, the development of resources to guide the profession, social and political advocacy efforts, and now amendments to the NASW Code of Ethics. "

The Code of ethics was amended to include new language in the Purpose section, (socialworkers.org/LinkClick.aspx?fileticket=UyXb_VQ35QA%3d&portalid=0) that reads:

"Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations,

agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care."

Additional changes were made in the Ethical Principal section to address social workers trustworthiness. In addition to new language and statements under 1.05 Cultural Competence.

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 your BSW Handbook.
- 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 intimidating 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.

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 practicum, 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 practicum 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 practicum 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 practicum.

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 practicum. 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 practicum must be discontinued, every effort will be made to reassign the student to another field practicum setting as expeditiously as possible. (This will depend on availability of appropriate practicum sites). Every attempt will be made to minimize the loss of accumulated practicum 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 practicum setting can host another field practicum. This is not counted as an unsuccessful practicum.

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 practicum.
- 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 practicum 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 practicums 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 practicum 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 practicums 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 COMPETENCES 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 PRACTICUM

Students are expected to complete both semesters of generalist practicum at their assigned agency. If a student wishes to change their practicum 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 practicum 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 practicum 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 practicum.

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 practicum 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 practicum after receiving an unsatisfactory evaluation or documented problems meeting the course competencies will count as an unsuccessful practicum. 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic,

and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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

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

Social workers:

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

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

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

Social workers: a. apply research findings to inform and improve practice, policy, and programs; and

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

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

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human

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

Social workers:

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

Social workers:

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

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally

responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. selects and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyzes outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

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)⁸

Student First Name:		Student Last Name:	
Primary Phone:		Temple Email:	
Practicum Site:			
Division/Unit:			
Phone No.		Fax No.	
Field Instructor Name:			
Field Instructor Phone No.		Field Instructor Email:	
Task Instructor Name:			
Task Instructor Phone No.		Task Instructor Email:	
Field Liaison		SW Advisor:	

Brief Description of Agency Setting:

Student's Practicum Schedule (include days & hours)

⁸ 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.

Supervision (include with whom, days and times)

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)

Generalist 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.

Generalist 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), Generalist 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 BSW 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 BSW 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 BSW 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.

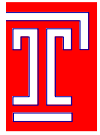
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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
Check-In Report



School of Social Work

OFFICE OF FIELD EDUCATION
TEMPLE UNIVERSITY

MAIN CAMPUS:
1301 Cecil B. Moore Avenue

Ritter Annex, 5th Floor *email* fieldedu@temple.edu
Philadelphia, PA 19122-6091 *web* www.temple.edu

CHECK-IN REPORT

The 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)⁹

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 generalist 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 BSW 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 BSW program. Student is meeting expectations on all assignments and integrates feedback to enhance competency.

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.

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 BSW 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.

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 Generalist 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.	

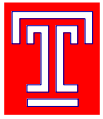
Additional Comments: _____

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

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

Student Signature: _____ **Date:** _____

Appendix E
Timesheet



School of Social Work

OFFICE OF FIELD EDUCATION
TEMPLE UNIVERSITY

PRACTICUM TIMESHEET

Student:	Liaison:	Semester:
Field Instructor:	Agency:	Total Hours:

Week of:	Mon Date/#Hrs	Tues Date/#Hrs	Wed Date/#Hrs	Thurs Date/#Hrs	Fri Date/#Hrs	Sat Date/#Hrs	Sun Date/#Hrs	Total Weekly Hrs	FI Signature and Date
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

Add total number of hours prior to submitting your timesheet.

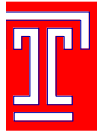
Notes/Comments:

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

Temple University College of Public Health
 School of Social Work Office of Field Education
 Field Practicum Remote Project/Time Log

<i>Date</i>	<i>Description of Assignment</i>	<i>Sources Used</i> <i>(website, article, agency documents, etc.)</i>	<i>Time</i>	<i>Field/ Task Instructor</i> <i>OFE Signature</i>
2/22/20 Example	Working on housing resource pamphlet	Reviewing websites for resources	2 hours	

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.

- Discuss how Supervisor may help resolve challenge(s)
- What resources do you need from Supervisor to complete tasks?

Create plan with supervisor on tasks for upcoming week.

Discuss with Supervisor self-care activities to engage in.

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

**Appendix G:
Field Practicum Grading Rubric**

Criteria (measurement tool)	Not Demonstrated 0-1 points	Needs Improvement 2 point	In Progress 3 points	Proficient/Advanced 4 points	Total
Onboarding Attending Orientation Orientation Quiz NASW Confirmation CSWE Technology Confirmation Field Manual Confirmation Clearances ACT 31(or other child abuse training per your state) 16%	Student has not completed all or the majority of onboarding assignments.	Student has completed some of the onboarding assignments by the due date and others were submitted late.	Student has completed the majority of the onboarding assignments by the due date and others were submitted late.	Student has completed all onboarding assignments by the due date.	____x4= ____

<p>Assignments</p> <p>Learning Contract (LC), Mid-term review, Supervision forms, Timesheet</p> <p>Student Self-Assessment</p> <p>End of Semester Evaluation</p> <p>24%</p>	<p>Student has not completed/ submitted any or the majority of field assignments by the due dates.</p>	<p>LC, Mid-term, Supv. forms and Timesheets are late, incomplete and/or not signed by field instructor and/or task instructor (if applicable); consistently late assignments lack evidence of field instructor and task instructor (if applicable) review assignments. Assignments show little thought, no application of initial or emerging skills, and assignments are filled with errors.</p>	<p>LC, Mid-term, Supv. forms and Timesheets are completed and signed by field instructor and task instructor (if applicable), and the majority are submitted by the due date. Assignments show evidence of field instructor and task instructor (if applicable) review; thoughtful with some depth and application of some emerging skills; and assignments are mostly error free.</p>	<p>LC, Mid-term, Supv. form and Timesheet are completed, thorough, appropriate for field level, and signed by field instructor and task instructor (if applicable); all required written assignments submitted on time and reviewed/signed by field instructor and task instructor (if applicable); assignments reflect appropriate depth of thought and application of emerging skills; assignments are properly formatted and free of writing errors.</p>	<p>___ x 6= ___</p>
<p>Problem Solving</p> <p>Field Check-In reports, appropriate use of supervision,</p> <p>communication with field liaison, field instructor, task instructor (if applicable)</p> <p>8%</p>	<p>Student has not submitted field Check-In reports; report demonstrates no progress and/or concerns</p>	<p>Field Check-In reports are consistently late; report demonstrates no progress and/or concerns; student does not engage field liaison if concerns arise. (i.e. poor field instruction, lack of appropriate assignments, poor agency ethics, safety concerns, etc.)</p>	<p>Field Check-In reports submitted by the due dates; report demonstrates minimal progress and/or concerns; student is reluctant to engage field liaison if concerns arise.</p>	<p>Field Check-In reports submitted to field liaison by due dates, reflecting appropriate progress in field activities related to Learning Contract; report is used to reflect progress and/or genuine concerns regarding practicum; student appropriately engages field liaison when concerns arise.</p>	<p>___ x 2= ___</p>

<p>Professionalism, Attendance and Preparation (Liaison Field Visit)</p> <p>20%</p>	<p>Flagrant disregard for agency policy (dress, conduct, use of technology, medication management); absent without notice to internship; unreliable; fails to engage supervisor; fails to attend supervision throughout semester.</p>	<p>Consistently late or absent; unreliable; disregards agency policy for reporting time off; frequently cancels or misses supervision; shows lack of preparation for supervision. (Does not discuss, review and/or obtain signatures for field assignments.)Time sheets late or not submitted at all, and/or missing field instructor and/or task supervisor signature.</p>	<p>Generally present when expected, but some tardiness or missed days; generally follows agency policy for reporting time off; attends supervision, but has missed 1 or 2 sessions, and/or has come to supervision unprepared. Time sheets completed and submitted, with field instructor and/or task supervisor signature.</p>	<p>Consistent, reliable attendance; consistently on time (no late arrivals); follows agency policy for reported necessary absence; makes appropriate arrangements for clients if schedule changes occur; consistently and actively participates in weekly supervision. Time sheets completed and submitted on time, with field instructor and/or task supervisor signature.</p>	<p>___ x 5 = ___</p>
<p>Overall Performance</p> <p>Field Evaluation)</p> <p>32%</p>	<p>Field Instructor assigns average rating of "NI" or "1" on evaluation, or evaluation not submitted.</p>	<p>Field Instructor assigns average rating of "1" with supportive comments or "2" on evaluation, minimum number of Learning Objectives for each Learning Outcome not addressed</p>	<p>Field Instructor assigns average rating of "2" with supportive comments or "3" on field evaluation; minimum number of Learning Objectives for each Learning Outcome addressed</p>	<p>Field Instructor assigns rating of "3", with supportive comments or "4" on field evaluation; minimum or more Learning Objectives for each Learning Outcome addressed</p>	<p>___ x 8 = ___</p>
				<p>Total=</p>	
<p>Comments:</p>					

Appendix: H

Performance Improvement Plan

The Performance Improvement Plan is a tool available to Field Instructors and Task Instructors (if applicable) when an area of concern arises during the field practicum. The Performance Improvement Plan is to be completed by the Field Instructor in consultation with the student. After the completion of the performance improvement plan the field liaison is available to meet with student and field instructor to discuss the established plan all parties are to sign the PIP and it is to be submitted via email to the Field Liaison within two business days of its completion.

If resolution efforts are not successful the student, Field Liaison and Assistant Director or Director of Field Education will meet to discuss field practicum options. Depending on the outcome of meeting with the office of field education you may be required to forfeit completed hours in that internship, and may be assigned a grade of Fail (F) or an Incomplete (I) or possibly placed at new agency. In such situations, the student may be denied another field practicum. Students will receive written documentation of reasons for removal and next steps.

Performance Improvement Plan

Student name: _____

Agency Name: _____

Field Instructor: _____

Date: _____

Task Instructor (If applicable): _____

Field Liaison: _____

Area for Improvement	Related Practice Behavior/Learning objective	Plan for Improvement	Target Date

Signature of Student/Date

Signature of Field Educator/Date

Signature of Field Liaison/Date

APPENDIX I
DISCLOSURE & AUTHORIZATION REGARDING BACKGROUND INVESTIGATION

DISCLOSURE:

Temple University – Of The Commonwealth System of Higher Education (the “School”) may obtain information about you from a third party consumer reporting agency for purposes of evaluating your application for participation in clinical, experiential, residency, externship, or other education or degree requirements at a health care facility or clinical program, which may be deemed to be “employment purposes” under the Fair Credit Reporting Act (“FCRA”). Thus, you may be the subject of a “consumer report” which may include information about your character, general reputation, personal characteristics, and/or mode of living. These reports may contain information regarding your criminal history, social security verification, motor vehicle records (“driving records”), verification of your education or employment history, drug testing, or other background checks. These reports may include a drug test and the results of that test. These reports will also include immunization records and other medical information to be used for the above stated permissible purposes, specifically verifying your compliance with program or health care facility requirements for accessing the facility and participating in clinical, experiential, residency, or other education or degree requirements at the facility.

You have the right, upon written request made within a reasonable time, to request whether a consumer report has been run about you and to request a copy of your report. These searches will be conducted by **CastleBranch, 1844 Sir Tyler Drive, Wilmington, NC 28405, 888-723-4263**. The scope of this disclosure is all-encompassing, however, allowing the School to obtain from any outside organization all manner of consumer reports throughout the course of your participation in the educational program or clinical, experiential, residency, or other education or degree requirements to the extent permitted by law.

AUTHORIZATION:

I hereby authorize the obtaining of “consumer reports” by the School at any time after receipt of this authorization and throughout my participation in the educational program or clinical, experiential, residency, or other education or degree requirements, if applicable. I further authorize and consent to the obtaining by the School of my immunization records and other medical information to be used for verifying my compliance with program or health care facility requirements for accessing the facility and participating in clinical, experiential, residency, or other education or degree requirements at the facility. To this end, I hereby authorize, without reservation, any law enforcement agency, administrator, state or federal agency, institution, school or university (public or private), information service bureau, employer, or insurance company to furnish any and all background information requested by **CastleBranch, 1844 Sir Tyler Drive, Wilmington, NC 28405, 888-723-4263**, and/or the School. I agree that a facsimile (“fax”), electronic or photographic copy of this Authorization shall be as valid as the original.

Signature: _____
Print Name: _____
Date: _____

APPENDIX J

AUTHORIZATION FOR TEMPLE UNIVERSITY TO RELEASE INFORMATION TO PRACTICUM SITE

I, the undersigned, acknowledge that Temple University may be requested by a field training practicum site (the "SITE") to provide information about my health status and criminal background check and child abuse clearances. I hereby authorize Temple University to provide such information to the SITE, including copies of my health and vaccination records as well as the results of my criminal background check and child abuse clearances. I acknowledge that the SITE may share such information with departments within the SITE that the SITE may deem necessary in the SITE's sole discretion. I acknowledge that this is a requirement of my participation in the program at the SITE and not a requirement of my degree program at Temple, and that if I do not wish to share such information, Temple will attempt to find an alternative practicum. I hereby release and hold harmless Temple University from any liability, claims, losses, or demands that I may now or later have as a result of Temple's sharing the foregoing information with the SITE.

SITE Name: _____

Student Signature:

Signed: _____

Date: _____

Print Name: _____

APPENDIX K

SUMMARY OF RIGHTS UNDER FCRA

Para información en español, visite www.consumerfinance.gov/learnmore o escribe a la Consumer Financial Protection Bureau, 1700 G Street N.W., Washington, DC 20552.

A Summary of Your Rights Under the Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness, and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under FCRA.

For more information, including information about additional rights, go to

www.consumerfinance.gov/learnmore or write to: Consumer Financial Protection Bureau, 1700 G Street N.W., Washington, DC 20552.

- **You must be told if information in your file has been used against you.** Anyone who uses a credit report or another type of consumer report to deny your application for credit, insurance, or employment – or to take another adverse action against you – must tell you, and must give you the name, address, and phone number of the agency that provided the information.
- **You have the right to know what is in your file.** You may request and obtain all the information about you in the files of a consumer reporting agency (your “file disclosure”). You will be required to provide proper identification, which may include your Social Security number. In many cases, the disclosure will be free. You are entitled to a free file disclosure if:
 - a person has taken adverse action against you because of information in your credit report;
 - you are the victim of identity theft and place a fraud alert in your file;
 - your file contains inaccurate information as a result of fraud;
 - you are on public assistance;
 - you are unemployed but expect to apply for employment within 60 days.

In addition, all consumers are entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies. See www.consumerfinance.gov/learnmore for additional information.

- **You have the right to ask for a credit score.** Credit scores are numerical summaries of your credit-worthiness based on information from credit bureaus. You may request a credit score from consumer reporting agencies that create scores or distribute scores used in residential real property loans, but you will have to pay for it. In some mortgage transactions, you will receive credit score information for free from the mortgage lender.
- **You have the right to dispute incomplete or inaccurate information.** If you identify information in your file that is incomplete or inaccurate, and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. See www.consumerfinance.gov/learnmore for an explanation of dispute procedures.
- **Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information.** Inaccurate, incomplete, or unverifiable information must be removed or corrected, usually

within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate.

- **Consumer reporting agencies may not report outdated negative information.** In most cases, a consumer reporting agency may not report negative information that is more than seven years old, or bankruptcies that are more than 10 years old.
- **Access to your file is limited.** A consumer reporting agency may provide information about you only to people with a valid need – usually to consider an application with a creditor, insurer, employer, landlord, or other business. The FCRA specifies those with a valid need for access.
- **You must give your consent for reports to be provided to employers.** A consumer reporting agency may not give out information about you to your employer, or a potential employer, without your written consent given to the employer. Written consent generally is not required in the trucking industry. For more information, go to www.consumerfinance.gov/learnmore.
- **You may limit “prescreened” offers of credit and insurance you get based on information in your credit report.** Unsolicited “prescreened” offers for credit and insurance must include a toll-free phone number you can call if you choose to remove your name and address from the lists these offers are based on. You may opt out with the nationwide credit bureaus at 1-888-5-OPTOUT (1-888-567-8688).
- The following FCRA right applies with respect to nationwide consumer reporting agencies:

CONSUMERS HAVE THE RIGHT TO OBTAIN A SECURITY FREEZE

You have a right to place a “security freeze” on your credit report, which will prohibit a consumer reporting agency from releasing information in your credit report without your express authorization. The security freeze is designed to prevent credit, loans, and services from being approved in your name without your consent. However, you should be aware that using a security freeze to take control over who gets access to the personal and financial information in your credit report may delay, interfere with, or prohibit the timely approval of any subsequent request or application you make regarding a new loan, credit, mortgage, or any other account involving the extension of credit.

As an alternative to a security freeze, you have the right to place an initial or extended fraud alert on your credit file at no cost. An initial fraud alert is a 1-year alert that is placed on a consumer’s credit file. Upon seeing a fraud alert display on a consumer’s credit file, a business is required to take steps to verify the consumer’s identity before extending new credit. If you are a victim of identity theft, you are entitled to an extended fraud alert, which is a fraud alert lasting 7 years.

A security freeze does not apply to a person or entity, or its affiliates, or collection agencies acting on behalf of the person or entity, with which you have an existing account that requests information in your credit report for the purposes of reviewing or collecting the account. Reviewing the account includes activities related to account maintenance, monitoring, credit line increases, and account upgrades and enhancements.

- **You may seek damages from violators.** If a consumer reporting agency, or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency violates the FCRA, you may be able to sue in state or federal court.

- **Identity theft victims and active duty military personnel have additional rights.** For more information, visit www.consumerfinance.gov/learnmore.

States may enforce the FCRA, and many states have their own consumer reporting laws. In some cases, you may have more rights under state law. For more information, contact your state or local consumer protection agency or your state Attorney General. For information about your federal rights, contact:

TYPE OF BUSINESS:	CONTACT:
<p>1.a. Banks, savings associations, and credit unions with total assets of over \$10 billion and their affiliates</p> <p>b. Such affiliates that are not banks, savings associations, or credit unions also should list, in addition to the CFPB:</p>	<p>a. Consumer Financial Protection Bureau 1700 G Street, N.W. Washington, DC 20552</p> <p>b. Federal Trade Commission Consumer Response Center 600 Pennsylvania Avenue, N.W. Washington, DC 20580 (877) 382-4357</p>
<p>2. To the extent not included in item 1 above:</p> <p>a. National banks, federal savings associations, and federal branches and federal agencies of foreign banks</p> <p>b. State member banks, branches and agencies of foreign banks (other than federal branches, federal agencies, and Insured State Branches of Foreign Banks), commercial lending companies owned or controlled by foreign banks, and organizations operating under section 25 or 25A of the Federal Reserve Act.</p> <p>c. Nonmember Insured Banks, Insured State Branches of Foreign Banks, and insured state savings associations</p> <p>d. Federal Credit Unions</p>	<p>a. Office of the Comptroller of the Currency Customer Assistance Group 1301 McKinney Street, Suite 3450 Houston, TX 77010-9050</p> <p>b. Federal Reserve Consumer Help Center P.O. Box 1200 Minneapolis, MN 55480</p> <p>c. FDIC Consumer Response Center 1100 Walnut Street, Box #11 Kansas City, MO 64106</p> <p>d. National Credit Union Administration Office of Consumer Financial Protection (OCFP) Division of Consumer Compliance Policy and Outreach 1775 Duke Street Alexandria, VA 22314</p>
<p>3. Air carriers</p>	<p>Asst. General Counsel for Aviation Enforcement & Proceedings Aviation Consumer Protection Division</p>

	<p>Department of Transportation 1200 New Jersey Avenue, S.E. Washington, DC 20590</p>
4. Creditors Subject to the Surface Transportation Board	<p>Office of Proceedings, Surface Transportation Board Department of Transportation 395 E Street, S.W. Washington, DC 20423</p>
5. Creditors Subject to the Packers and Stockyards Act, 1921	<p>Nearest Packers and Stockyards Administration area supervisor</p>
6. Small Business Investment Companies	<p>Associate Deputy Administrator for Capital Access United States Small Business Administration 409 Third Street, S.W., Suite 8200 Washington, DC 20416</p>
7. Brokers and Dealers	<p>Securities and Exchange Commission 100 F Street, N.E. Washington, DC 20549</p>
8. Federal Land Banks, Federal Land Bank Associations, Federal Intermediate Credit Banks, and Production Credit Associations	<p>Farm Credit Administration 1501 Farm Credit Drive McLean, VA 22102-5090</p>
9. Retailers, Finance Companies, and All Other Creditors Not Listed Above	<p>Federal Trade Commission Consumer Response Center 600 Pennsylvania Avenue, N.W. Washington, DC 20580 (877) 382-4357</p>

APPENDIX L

Field Practicum Courses

Statement on Course Assignments Conducted in Field Placement Agencies



School of
Social Work

Dear Field and/or Task Instructor,

Any student that uses their field placement site for the completion of course assignments, must adhere to the following guidelines:

- The student's field instructor and task instructor (if applicable) must be informed of the assignment's goals, processes, and deliverables. A copy of the assignment's directions should be provided to you.
- Non-employment-based students must identify themselves as a social work intern and not a staff member of the agency, particularly for purposes of those assignment(s). If this disclosure raises questions or concerns, then the student should: (1) explain that they are in an internship for the purposes of learning and/or (2) meet with their field and/or task instructor regarding suggestions on how to move forward.
- Employment-based students, should also use the distinction of intern for purposes of full disclosure. If this disclosure raises questions or concerns, then the student should: (1) explain that they are completing an internship at their place of employment to further their education and/or (2) meet with their field and/or task instructor regarding suggestions on how to move forward.
- The student must take every precaution to protect the identities of individuals, groups and agencies. Any information gathered for the assignment is shared with the course instructor and, if required for the assignment, course members, field and/or task instructor. Confidentiality needs to be honored by everyone.
- If in the process of carrying out an assignment, the student experiences lack of interest to participate by a client or organization, they should inform their field instructor, field liaison and course instructor. Clients and community members cannot be compelled to participate in a student's assignment.
- The student should work with their field instructor, course instructor and field liaison, (if appropriate), to process any issues that arise during an assignment. This should be handled in a professional and ethical way by all parties.

Regards,
Office of Field Education in conjunction with SSW Faculty