College of Public Health
School of Social Work

Master of Social Work
Practicum Manual

2024-2025 Academic Year

OFFICE OF PRACTICUM EDUCATION

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Letter from the Practicum Director

Dear Students and Colleagues,

Practicum (Field) is the signature pedagogy for Social Work. As the United States changes and the need to address social justice issues grow Temple University College of Public Health and School of Social Work Office of Practicum Education has chosen to change the wording of "Field" to "Practicum", understanding the historical terminology "Field Work" and the negative connotations to its roots in slavery. We chose to utilize a more inclusive term, Practicum. The CSWE 2022 EPAS, Competency 2, ask us to "advocate for human " and "engage in practices that advance human rights to promote social, racial, economic, and environmental justice". Additionally, in Competency 3, it states "Social Workers understand how racism and oppression shape human experiences and how these constructs influence practice".

We join with other schools of Social Work in this change towards social justice.

Valarie Clemmons, MSW
Director of Practicum Education
Instructor

FOREWORD

One of the most important, and exciting, components of social work education is the practicum experience. 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 MSW and BSW students high quality practicum education experiences. Practicum education programs for online and onsite students are coordinated from the Philadelphia campus.

Practicum Education provides the opportunity to apply and integrate classroom theoretical concepts into practice. It is an integral component of the MSW Social Work program. Practicum courses can often prove challenging to students due to hours required for the internship. Remember there are hundreds of thousands of social workers who are supporting you in spirit and in action.

Alone we can do so little; together we can do so much.
— Helen Keller, U.S. author, educator, and disability rights advocate

Practicum courses are designed with a team approach. You are not alone. Mighty is the hill we climb to change the world around us. The Office of Practicum Education staff looks forward to working with you.

KEY TERMS

CSWE EPAS CORE COMPETENCIES - The Council on Social Work Education (CSWE) Educational Policy Accreditation Standards (EPAS) 2022 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 practicum. CSWE has identified nine core competency areas.

School of Social Work (SSW) CORE COMPENTENCY (Advanced MSW Focus) – The tenth concentration competency of the School of Social Work, for Clinical and Macro practicum education learning objectives is defined by Temple University SSW.

MSW PROGRAM OBJECTIVES – The primary goal of Temple University's master's in social work (MSW) program is to prepare advanced clinical and macro level social work practitioners committed to social work practice that ensures human rights and social, economic, and cultural rights for all.

MSW PRACTICUM COURSE OBJECTIVES –MSW Practicum Education objectives and outcomes apply to the MSW SSWG 5187/5188 and SSWG 8187/8188 courses. Specific objectives for Generalist and Advanced Year courses are outlined via the Learning Contract.

PRACTICUM OFFICE OF EDUCATION- OPE

PRACTICUM- Temple University has adopted the term practicum in place of the term field.

PRACTICUM COURSES NAMES: As the School of Social Work moves through some name changes within practicum, course names are as follows:
> **Foundation Field Practicum I = Generalist MSW Practicum I**
> **Foundation Field Practicum II = Generalist MSW Practicum II**
> **Advanced Field Practicum I= Advanced MSW Practicum I**
> **Advanced Field Practicum II = Advanced MSW Practicum II**

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TEMPLE UNIVERSITY COLLEGE OF PUBLIC HEALTH AND SCHOOL OF SOCIAL WORK

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STATEMENT OF COMMITMENT TO SOCIAL 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

OVERVIEW: SCHOOL OF SOCIAL WORK

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. In 2017, the inaugural cohort of students taking courses fully online began in the MSW Program. The final cohort of Harrisburg Campus MSW students graduated in August 2020. Going forward, the School will offer social work education to underserved communities (including the Harrisburg area) through fully online coursework.

SSW faculty engage in a range of research, teaching and practice initiatives including, community capacity building, fatherhood initiatives, child welfare, work with LGBTQ populations, organizational change, intimate partner violence, human sexuality, homelessness, HIV/AIDS prevention, substance abuse, trauma informed practice, ethics, institutionalized identity-based oppression, rural and Appalachian communities, political social work, entrepreneurship, 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 student 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 School of Social work updated the MSW curriculum in 2020. 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 practice. Please note that is 2023 the School of Social Work moved away from using the term "Practicum" in relation to applied learning. Instead we now have a Practicum Office/Office of Practicum Education, formally the Practicum Office/Office of Practicum Education.

CSWE EPAS 2022 CORE COMPETENCIES

Using Educational Policy and Accreditation Standards (EPAS), the Council on Social Work Education (CSWE) credits social work programs. EPAS validates the academic excellence of programs and stablishes 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 ten standardized core 2022 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 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. engages 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. demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
b. demonstrates 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. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
b. incorporate 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. select and use culturally responsive methods for evaluation of outcomes; and
b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

MSW GENERALIST CURRICULUM

Driven by the CSWE EPAS core competencies, Temple University's MSW generalist curriculum is generalist, in that it familiarizes the student with the breadth of social work. Students take 30 credits worth of course, including internship 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 do the following:

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.

MSW ADVANCED CURRICULUM

Driven by the aforementioned CSWE EPAS core competencies, Temple University's MSW advanced curriculum allows students to examine in greater depth a practice modality (Concentration). The advanced curriculum builds on the generalist content of the foundation year.

At the completion of the advanced MSW curriculum, students will be able to do the following:

1. Use theoretical frameworks to work toward resolution of complex ethical dilemmas and value conflicts encountered in the context of social work practice spanning Practicum , policy and research issues.
2. Practice their concentration area with particular emphasis on cultural competence and societal transformation.
3. Demonstrate a critical use of self and ability to tolerate ambiguity necessary in social work practice.
4. Partner with client systems in a collaborative relationship to effectively assess, intervene and evaluate practice in their specific concentration area.
5. Apply knowledge of a specialized area of human behavior to social work practice using critical thinking skills, including abstract reasoning, critical evaluation of theory and synthesis of empirical research.
6. Critically evaluate existing policy and advocate for effective policy responses in their area of practice.
7. Use an evidence-based approach to select and evaluate of practice approaches within their specific concentration area

CONCENTRATIONS

Advanced curriculum concentrations move the student beyond generalist practice into more specific levels, including micro-, mezzo-, or macro-, focused Social Work. A concentration involves two advanced practice courses and an advanced research course, which can be taken concurrently or as a pre-requisite with advanced practicum. The practice sequence for both generalist and advanced years are only offered during Fall/Spring semesters and the advanced research class is only offered in the Fall. It is possible for generalist and advanced students to

complete practicum during the Fall/Spring (August –May), Spring/Summer (January-July) or Summer Block practicums (April-July). However, advanced year students are cautioned that this format may delay conferral of degree. This can be a viable option for students who wish to do practicum outside of the Pennsylvania area. Students interested in these options should schedule an appointment with a Practicum Education Specialist.

Clinical Practice: This concentration is designed to prepare students to engage in social work in a clinical capacity with individuals, families, and groups, and to apply research skills in planning and evaluating clinical work. Guiding frameworks including feminist, strengths-based, and systems-focused interventions drawing from psychodynamic, cognitive, behavioral, social learning, and solution-focused theories. These frameworks are applied to all direct social work practice situations with differential use regarding the presenting problem, culture, social class, race, gender, age and sexual orientation. Students will develop practice techniques in each model. They will also learn to apply the diverse roles of clinical social worker (counselor, case manager, educator, group facilitator, collaborator, advocate, and therapist) in their careers.

The objectives of this concentration are:

1. Apply ethical assessment and decision-making processes in the context of practice to determine and implement ethically appropriate interventions consistent with the NASW Code of Ethics.
2. Demonstrate a critical use of self through self-reflection and introspection about practice and through the process of supervision.
3. Differentially select and use multiple theoretical frameworks of human behavior that support collaborative and culturally sensitive interventions with vulnerable populations.
4. Select and apply techniques from psychodynamic, cognitive-behavioral, and crisis intervention, behavioral, and systemic/structural frameworks to support collaborative and culturally sensitive interventions with vulnerable populations.
5. Conduct multidimensional and culturally appropriate clinical assessments of individuals, families, groups, and communities.
6. Differentially select and use multiple practice models to conduct collaborative, culturally appropriate, evidence-based interventions to effect transformative change at the individual, family, and group levels.
7. Evaluate the effectiveness of practice interventions.

MACRO Practice in Organization, Community and Policy Arenas: This concentration prepares students for advanced work in human service and social change organizations, geographic and identity-based communities, and policy arenas. Students acquire knowledge and skills to be change agents within organizations and contribute to creating the requisite social, political, and economic conditions to help communities meet their needs and achieve their full potential. Courses and internships address: nature and characteristics of public, private and nonprofit organizations, community dynamics, policy practices and processes, organizing, planning, collaborations, development and sustainability, inclusivity and diversity, use of research

to inform practice, ethics and professional development. They will also learn to apply the diverse roles of macro social worker (collaborator, advocate, and therapist) in their careers.

The objectives of this concentration are:

1. Integrate and apply the concepts of power, empowerment, participation, human rights, and economic and social justice as the foundational values for organizational, community and policy practice.
2. Identify and critique the ideological influences, values, and belief systems underpinning practice in organizations, communities and policy arenas.
3. Select, apply and evaluate appropriate theoretical frameworks for organizational, community and neighborhood capacity building.
4. Analyze, within a global context, the needs, conditions and resources (i.e. political, economic, psychological, cultural, social, spiritual dimensions) of practice in organizations, communities and policy arenas.
5. Understand and apply knowledge of diversity, and skills for cultural competency, in their practice at organizational, community and policy levels.
6. Distinguish and apply appropriate characteristics, dimensions and functions of leadership and team building to macro practice.
7. Demonstrate and employ the primary mechanisms and procedures for exercising resource management strategies for practice effectiveness and sustainability.
8. Demonstrate analytical skills for evaluating data relevant to macro practice planning and intervention.
9. Use participatory and action research to facilitate consciousness raising, cultural awareness and social/political change.
10. Recognize and work to resolve ethical dilemmas in organizational, community and policy practice in ways that demonstrate cultural understanding and sensitivity.

DUAL DEGREE PROGRAM REQUIREMENTS
MSW/ MPH:

Students in the Master of Social Work and Master of Public Health programs take social work and public health courses in both departments throughout their degree programs. Students' complete internships in community agencies where they have opportunities to apply theories and skills from both the social work profession and health-related practice. Within Public Health, students design, undertake, and evaluate a capstone project that they carry out in their advanced year internships. The Dual Degree Program meets the requirements of the accrediting bodies of both Social Work and Public Health; therefore, additional assignments are required under this special program, especially within practicum courses SSWG 8187 and SSWG 8188. Assignments in both programs will weigh equally in the calculation of student's grade for practicum courses. (A student within the MSW/MPH programs cannot pass SSWG 8187 or SSWG 8188 without completing assignment requirements for both programs.)   Student information is located on a

separate Public Health curriculum and syllabi. Students will be enrolled at the beginning of each semester by the MSW advisor.

If a dual degree student selects a Clinical concentration, they must take into consideration that they might have to complete more than the required practicum hours under Social Work. If the agency or identified agency instructors cannot approve in full or in part the MPH project into the competencies required by the clinical concentration. (I.E. Student wants to intern in an outpatient setting completing their MSW learning experience with direct client intervention, and they also wish to pursue an MPH project at that location/setting). The agency (or instructors) might ask/require that the student pursue the MPH project above and beyond the MSW SSW requirements.)

Additionally, students considering an employment-based internship must obtain approval from the MPH program.

MSW/JD:

Students in the Master of Social Work and Juris Doctor programs take social work and law courses in both departments throughout their degree programs. Students' complete internships in community agencies where they have opportunities to apply theories and skills from both the social work profession and law. The Dual Degree Program meets the requirements of the accrediting bodies of both Social Work and the Law School; therefore, additional assignments within the practicum courses, SSWG 8187 and SSWG 8188, may be required by the Law School.

For further information on the practicum requirements for dual degree programs, please contact: SSW advisor and/or Valarie Clemmons, Director of Practicum Education, School of Social Work, fieldedu@temple.edu.

PRACTICUM EDUCATION PERSONNEL, POLICIES, AND PROCEDURES

THE PRACTICUM EDUCATION TEAM DESCRIPTIONS

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

- Director of Practicum Education: This individual provides oversight for the Office of Practicum Education, including onsite and online programs, in addition to be the lead instructor for all practicum courses.

- Assistant Director of Practicum Education: This is a staff member of the Office of Practicum Education who provides day to day oversight and coordination of various aspects

of SSW's practicum education program, onsite and online. The primary responsibility of this person is internship management.

- Practicum Education Specialist: This is a full-time staff member of the Office of Practicum Education. Once a student applies for a practicum, a Practicum Education Specialist is assigned and works with that student to find an appropriate agency. This may entail approving new agencies and Practicum Instructors, obtaining affiliation agreements from the agency site, reviewing student clearance compliance, working on self-presentation with student, and confirming a practicum match. The Practicum Education Specialist will guide you through the internship process based on your placement option.

- Practicum Liaison: This individual is either a full-time member of the Office of Practicum Education staff or part-time educational support professional. The role of the liaison is to maintain the educational integrity of the practicum once it has begun. The practicum liaison reviews all learning plans, performance evaluations; timesheets, course assignments, etc., and assigns the grade for the practicum course. The practicum liaison also serves as a mediator and resource person for the student and Practicum Instructor.

- Onsite Practicum Instructor: This individual oversees the onsite educational experience by providing practicum instruction, mentoring and ongoing evaluation. For MSW students, the Practicum Instructor must have an MSW from an accredited school of social work, and 2-year post-degree practice experience.

- Offsite Practicum Instructor (Agencies without an onsite MSW): The student in conjunction with the Office of Practicum Education will identify an offsite individual with an MSW from an accredited school of social work, and 2-year post-degree practice experience to provide the practicum instruction, which is in collaboration with the supervision students receive from the onsite Task Instructor.

  The Offsite Practicum Instructor assists in the management of the onsite educational experience of the student via supervision meetings, assignment review, mentoring and ongoing evaluation, in partnership with the onsite Task Instructor.

- Task Instructor: This is an onsite supervisor who is involved with the student's day-to-day tasks and provides supervision in addition to that provided by the MSW Practicum Instructor. Every intern with an Offsite MSW Practicum Instructor also has an onsite Task Instructor. A Task Instructor must have experience in the field that allows for supervision of a master's level student.

PRACTICUM EDUCATION OFFICE ROLE IN INTERNSHIP PLANNING

Once the practicum application is completed, the Practicum Office then proceeds as follows:

- Practicum Education staff person makes the initial contact with student to confirm receipt of practicum application and confirms placement option.

- Practicum staff will arrange for a meeting with student to confirm area of interest and/ or give student a referral based on information and option on practicum application. Additionally, students who are categorized under Self-referral and Employment-based will not receive an agency referral from the Practicum Office, but a Practicum Education Specialist assigned to guide them through the placement process.

  Please note that all generalist and advanced year internships are referred to students or confirmed for internship based on opportunities for learning and growth in applying theories and models within a practice setting.

- Enroll students in MSW Practicum Course: Resources and Onboarding, (Canvas Course site) which provides student with a wealth of information regarding placement, guidelines, clearances, initial course assignments and more.

THE PRACTICUM PLACEMENT PROCESS

All students *(matriculated and non-matriculated)* must submit a completed practicum application via the Office of Practicum Information and Application Portal, https://sites.temple.edu/sswfieldeducation/ , *no later than 3 weeks post admission deposit as part of the steps to starting the MSW program,* in order to be assigned a Practicum Education Specialist and placement in an internship. If a student missed the application submission requirements:

1. Contact the Office of Practicum Education via email at fieldedu@temple.edu. Leave your full name, internship level, TUID number and reason for lack of submission of the practicum application.
2. Submit a completed practicum application via the Office of Practicum Information and Application Portal, https://sites.temple.edu/sswfieldeducation/
3. Someone from the practicum department will contact you with next steps after you complete the application. (Note: This does not automatically guarantee placement for the upcoming semester.)

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 or proceeding semester, which might impact your MSW grid and overall graduation date.

Details on practicum application materials, orientations and information sessions are disseminated through student TUmail accounts, MSW Practicum Courses: Resources and Onboarding Canvas Site, Practicum Application Portal, MSW Hub, and MSW Orientation Canvas Site. Students are responsible for monitoring these sources.

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

Practicum 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 practicum experience. (Since our student population is in the city and rural areas, community is defined as no more than 50 miles away.) The practicum staff person will do a host of things to identify or assist students 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 practicum 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 practicum education staff person may identify a practicum site and Practicum Instructor. The practicum education staff person will then refer the student to the Practicum 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 online students must locate their own internship (via Employment-based or Self-referral options), however, the practicum 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 practicum education staff person will then contact the designated agency to ensure fit with Council on Social Work Education practicum standards, SSW practicum curriculum, Temple University, College of Public Health and School of Social Work standards.

If the student has applied for an Employment-based practicum, the practicum education staff will review these materials as well, and schedule a meeting with the student, prospective Practicum Instructor and current employment supervisor. Employment-based practicums can take

significant time to confirm, therefore, make sure you are completing all tasks in a timely fashion. Agencies, along with the School of Social Work, have organizational paperwork and processes that must be completed prior to the confirmation of a student's internship. Please note: There is no guarantee that an Employment-based Practicum will be approved.

Whether Employment-based, Self-referral or Practicum Office referral, students should prepare for, and participate in, the practicum interview in a professional manner. Prior to the interview, students may wish to talk with the practicum 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.

PRACTICUM HOURS

Advanced MSW Practicum Year:
MSW Advanced students complete a *minimum* of 300 practicum hours per academic semester for a minimum total of 600 hours per academic year**.**

Generalist MSW Practicum Year:
MSW Generalist students complete a *minimum* of 225 practicum hours per academic semester for a minimum total of 450 hours per academic year**.**

Students cannot end their practicums early just because they have fulfilled the minimum time/hours requirement. Check syllabus for last day of practicum.

PRACTICUM OPTIONS

The Practicum Department works with every student in supporting the practicum experience, including confirmation. The Practicum Education Specialist (PES) will work in close partnership with onsite and fully online students to assist with the placement process. All students are assigned a PES within weeks of submitting their practicum application.

Onsite students: have 3 placement options:

Office of Practicum Education Referral of Student (Must have 2-3 full days available)

Student Self-referral

Employment-based Proposal

In the cases where a student shifts from Practicum Department Referral of Student to Student Self-referral and Employment-based Proposal, students will not be allowed to shift back for the upcoming semester. Due to the shift, the student, is now the primary person responsible for locating their practicum. The practicum office will support students' efforts by offering ideas of

agencies, inform student if a site becomes available and hold brainstorming sessions a few times throughout the practicum placement process.

Online students: have 2 placement options: (whether or not a student lives in Philadelphia and/or surrounding areas):

Student Self-referral

Employment-based Proposal

In the cases of a Student Self-referral and Employment-based Proposal Option, the student, is the primary person responsible for locating their practicum. The practicum office will support students' efforts by offering ideas of agencies, inform students if a site becomes available and hold brainstorming sessions a few times throughout the practicum placement process.

OFFICE OF PRACTICUM EDUCATION (OPE) REFERRAL OF STUDENT OPTIONS

This option is for onsite students only who meet requirements stated below. A Practicum Education Specialist will be assigned to locate a practicum site based on the information documented on the student's application.   (Student must have one to three full days available during the weekday (depending on MSW level) to be eligible for this placement option.) Onsite students who are weekend and evening only must complete a Self- Referral or Employment-based Form.

STUDENT SELF-REFERRAL OPTION

The Self-referral option offers students a more customizable opportunity for placement. A student can independently contact an agency to solicit their own practicum, including making inquiries to determine if an agency is interested in a student intern. If a student is fully online, onsite student or prefers this option, a Student Self-referral Form must be submitted. After submission of the form the Office of Practicum Education will contact the agency to ensure the quality of practicum, learning opportunities appropriate for student level, as well as maintaining a clear relationship between SSW is viable. In addition, the agency must complete necessary affiliation agreement paperwork to host a SSW student.

EMPLOYMENT-BASED AND SPECIALIZED PRACTICUMS

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

- job related, new and/or enhanced learning experiences during the placement;
- level-specific competencies guide and direct the practicum 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 practicum experience as well as practicum courses. The blend of a job and a practicum is a unique experience in any work setting. Students over the last 25 years have benefited from this unique opportunity.

EMPLOYMENT-BASED OPTIONS INFORMATION AND OPPORTUNITIES

An Employment-based Practicum Education option is available for those students who would like to complete their practicum at the agency where they are employed. The curriculum and objectives of the Employment-based Practicum Education program are identical to those in the regular program. The pattern of practicum education, however, provides the student with the opportunity to continue employment while completing their MSW generalist or MSW advanced year practicum with assignments that are educationally appropriate.

Employment-based Option

A student who wants to pursue this option must submit a "Proposal for an Employment-based Practicum" form to the Practicum Education Office via the Office of Practicum Education portal, within 90 days of the start of Practicum I or Practicum II course. This written proposal identifies the unit (division or department) within the agency where the student is currently employed, and their work assignments are in that unit as well as a description of the learning activities for practicum and adjustments by the employer so that these activities can be accomplished.

When submitting the Employment-based proposal. Students will select from three options:

OPTION 1: *Student will use employment position as their plan for internship – full internship hours (For full-time employees only)*

- If student and agency select this option, no additional hours or tasks are required unless the job description does not meet the standards/competencies required by the practicum course

OPTION 2: *Student will use employment position AND another program/unit in a hybrid plan to earn full internship hours*

- If student and agency select this option, it is because the job does not fully meet the standards or requirements by the practicum course and thus additional hours must be earned in another program/unit to ensure completion of the required competencies for the course.

OPTION 3: *Student will use a different program/ from employment unit to complete full internship hours.*

- If student and agency select this option, it is because either the students seek out another program/unit to enhance their skill development or the student's job does not meet the standards or requirements for this practicum course.

Neither the student nor the agency should assume that the proposal will be approved automatically. Students should allow sufficient time to complete this proposal and application, as employment-based placements typically take longer to process and assess. The Office of Practicum Education must speak with the employment supervisor and potential practicum instructor for the purpose of confirmation and signing the employment-based proposal form which grants permission for OPE to speak with those parties.

In order for such a proposal to meet final approval for the , the following factors must be documented:

- proposed learning activities must meet the appropriate practicum objectives and outcomes, and submitted via the Learning Contract;
- student is beyond introductory or probationary period or is an employee in good standing (student will be required to show prove of one of the examples);
- availability of time for practicum education course work;
- sufficient time is devoted to practicum supervision;
- the proposed Practicum Instructor is not the student's job supervisor; and,
- SSW practicum staff person must meet onsite or virtually with all individuals who signed off on the Employment-based Proposal.

The plan for practicum education must be educationally focused and must meet the criteria that have been established for all of the school's internship experiences.

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

Practicum Instructors and the practicum learning activities must be approved by a Practicum Education Specialist prior to the student being confirmed at the agency for an Employment-based Practicum experience.

Students need to inform their practicum liaison 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 may negatively affect student's course grade.)

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 practicum 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 practicum competencies; at times these will appear to be the same or similar.

Furthermore, the student's supervision model for practicum experience plays a role in explaining the difference. Supervision of a student is referred to as "Practicum Instruction," because within the role is a definite element of teaching that extends throughout the practicum 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 Placement
The policies stated below assume that the student will continue to be employed by the same agency during the duration of Practicum Part I and Part II courses, whether Generalist or Advanced. 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 practicum 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 practicum 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. Additionally, students should start these conversations with their agency as early as possible to ascertain the possibility of completing an internship within your organization.

Student must review and follow all policies and procedures:

Student Responsibilities: When applying for an employment-based internship, the student is the primary person in this process. The Practicum 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 practicum 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 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 internship is taking place at your place of employment, but the Office of Practicum Education does not follow agency/ organizational guidelines when calculating practicum hours. We follow the Council on Social Work Education EPAS, licensing board requirements and the best learning interpretation by TU CPH SSW Office of Practicum Education. Below is how internship hours are captured:

Advanced MSW Practicum year students-
- 35-40 hours per week at place of employment = 20 hours that can be utilized each week toward your advanced practicum. (This does not include jury duty, vacation and sick.)

- 20 or more hours per week at place of employment = 10 hours that can be utilized each week toward your advanced practicum. (This does not include jury duty, vacation and sick.) Student must commit to additional hours at the agency.

Generalist MSW Practicum year students-
- 35-40 hours per week at place of employment = 16 hours that can be utilized each week toward your generalist 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 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 Practicum.

Advanced and Generalist Year Practicums: Students cannot use the same job duties for the Generalist and Advanced year. Assuming, first, that the student's employment assignments are congruent with the practicum education competencies, the student must identify specific learning assignments inclusive and/or in addition to those performed as an employee. Please have a conversation with the Practicum Education Specialist who has been assigned to you for placement to discuss this matter.

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

Task Instructor: Individuals who may or do not have a 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.

Practicum Instructor: This role is significant in the development of professionally competent MSW graduates. Individuals who are practicum instructors for MSW students must have a 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 and provides a fully executed contract (Affiliation Agreement) prior to the start of practicum internship.

Practicum Internship Approval: Student CANNOT start Employment-based internship without meeting all Temple University, College of Public Health, School of Social Work and practicum agency requirements:
- **Medical Clearances** via SHS and EXXAT system under Student Compliance: Review detailed medical requirements.
- **Background Clearances** via EXXAT under Student Compliance. Review detailed medical requirements.
- **Affiliation Agreement**: Fully executed agreement by Temple University and the Agency

- **Employment-Based Proposal Form**: Paperwork must be completed and signed with the appropriate signatures 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 practicum course. It is used to aid in the arc of learning expected of all students within practicum 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 Practicum Instructor, Student, Practicum 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.

The above processes can take several months or more to complete. Students should plan to discuss this option early with their agency representatives. All information must be presented to OPE prior to the start of the student's internship in order for the University's liability insurance to be applied to the internship.

Specialized Types of Employment-based Practicum Internships
Employment-based practicum internships under these categories follow the same policies and procedures listed previously under Employment-based Practicum except for the following:
- No probation requirement
- Letter of support will come from Practicum Instructor and Task Instructor (if applicable.)
- Employment-base Proposal
- Learning Contract

Student should confirm with Practicum Specialist items required before internship can be approved.

Graduate Assistantships: Qualify for use of all earned hours but not more than 20 hours for Advanced Year students and 16 hours for Generalist Year students per week, contingent on Graduate Assistantship experience meeting all the required Learning Objectives outlined in the Learning Contract. If all Learning Objectives are not met, student will have to add additional hours to meet course requirements.

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: 20 hours for Advanced Year students and 16 hours for Generalist Year students (Some agencies require that students attend practicum over university breaks.)

Intern to Work Offer: At times students are offered a job by the agency and/or the practicum instructor mid-internship. Students should immediately contact OPE prior to accepting the job to ascertain how the switch from intern to employee will directly affect their standing in the practicum course. OPE is very supportive of this opportunity and makes every effort to assist the student and agency in this process.

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 scheduled 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, 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 onsite students with complex schedules and limited hours available for practicum utilize the Student Self-referral or Employment-based practicum option.

PRACTICUM REFERRAL AND CONFIRMATION

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

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

Students should prepare for, and participate in, the interview in a professional matter. Prior to the interview, students may wish to talk with the Practicum 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 Practicum 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 Practicum Instructor raises concerns about the appropriateness of the student, will you with the permission of the Office of Practicum 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 practicum 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 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 or attends three formal interviews and is still unable to secure a practicum, the student may not be placed in practicum that semester. A meeting will be held with the student, practicum education staff, Assistant Director of Practicum, MSW 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 the practicum education staff person assigned to them. If the Practicum Instructor has agreed to accept the student, the Office of Practicum Education will send to the student and Practicum Instructor a confirmation, usually via email. A practicum is not considered confirmed until the student and Practicum Instructor receive written notification to that effect from the Office of Practicum Education.

The Office of Practicum Education makes every effort to have all students confirmed in their 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 opportunities, or not being placed for the upcoming semester or academic year.

CONFIRMATION OF 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 Practicum Education practicums. If a student rejects a practicum once it has been confirmed the Office of Practicum Education has the right to decline replacement of student for the upcoming semester or year.

EXTENDED OPTION

It is possible for MSW students to arrange a 15-hour (MSW Generalist) or an 18-hour or 20-hour (Advanced Year) a week practicum rather than a 2-day or 3-day practicum. This may require the

student to be in practicum when the university is on break and/or start the academic year early. This option is recommended for individuals working a full time job. This option must be discussed with the practicum staff and the Practicum Instructor and must be indicated in the Learning Contract. (If further flexibility is necessary in your weekly practicum schedule, please speak with your practicum liaison.)

WEEKEND AND/OR EVENING PRACTICUMS

There are very few practicums 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 to three full days available (depending on level) for the Practicum Department Placement option. However, the Office of Practicum 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 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 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 practicum 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 Practicum Education policy.

AGENCY AND PRACTICUM INSTRUCTOR CRITERIA

The Office of Practicum Education considers the following criteria when determining the suitability of an agency as a 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 Practicum 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 ensure continuity of the practicum 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

PRACTICUM INSTRUCTOR

The role of Practicum Instructor is significant in the development of professionally competent MSW graduates. Individuals who are Practicum Instructors for MSW students must have a MSW degree from an accredited school of social work and 2-years post-degree practice experience.

Practicum Instructors are asked to adhere to the following:

- Attend TU SSW Beginning Practicum Instructor Seminar conducted by the Office of Practicum Education;
- 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 practicum education requirements of SSW (e.g. assist in development of Learning Contracts, 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 Practicum Liaison to enhance the student's educational experience in the internship.

TASK INSTRUCTOR

Individuals who do not have a MSW and/or not yet 2- years post graduate 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 Practicum Instructors and provide primary supervision or evaluation of student. Task Instructors are asked to adhere to the following:

- Gain familiarity with SSW practicum program objectives and curriculum outlined in this manual;
- Collaborate with the Practicum Instructor and student around student learning;
- Collaborate with the Practicum 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 Practicum Education (Optional)

PRACTICUM LIAISON

The role of the liaison is to maintain the educational integrity of the practicum once it has begun. The liaison also serves as a mediator and resource person for the student and Practicum Instructor. Practicum Liaison responsibilities are as follows:

- Meet either onsite, web-conference and/or teleconference with the Practicum 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 Practicum Instructor and student throughout the practicum, to deal with problems that may occur during the course of the practicum;

- Review all practicum related assignments, including but not limited to: the student Learning Contract, End of Semester Evaluation, course assignments, and Check-In report, adding input as needed;
- Assign students' grades based on practicum assignments, End of Semester Evaluation, Timesheet and recommendations from the practicum educator and other practicum outcomes on grading rubric.
- Participate in Practicum Instructor seminars and student orientations;
- Meet independently with student, as needed, around practicum 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

During practicum, students are expected to conduct themselves professionally, responsibly and ethically at the agency and at school (see also "Temple University Standards of Conduct", CPH website, NASW code of ethics and agency personnel manual). Specific student responsibilities include the following:

- Work collaboratively with the practicum staff in securing an appropriate practicum;
- Arrange life and work schedule to include a practicum schedule that is consistent from week to week, and that meets the requirement for minimum practicum hours per week according to MSW level and MSW 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 practicum supervision session;
- Attend practicum supervision meetings with Practicum Instructor and/or Task Instructor prepared with an agenda;
- Notify practicum liaison if weekly supervision sessions are not occurring on a regular basis;
- Regularly review content on course site specific to practicum course;
- Engage in appropriate processes to resolve any problems or concerns that arise in the 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 Practicum Education Program, and incorporating those materials into one's Student Portfolio (as appropriate);
- Present as a professional in mannerisms, dress and behavior at the practicum 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 practicum using the opportunities at the practicum site to integrate theory and practice, increasing student level of knowledge and self-awareness;
- Share practicum course and other syllabi with the Practicum Instructor;
- Notify the Practicum Instructor of any necessary lateness and absences from practicum as is expected in professional employment, absences longer than two days should be brought to the attention of the practicum liaison utilizing email;
- Maintain a Timesheet that documents attendance at practicum, with Practicum Instructor or Task Instructor (if applicable) signature affixed and submit with detailed Check-In Report;
- Actively participate in the evaluation process of the practicum experience with the Practicum Instructor or Task Instructor (if applicable) by reviewing, signing, and follow up on delivery of the Learning Contract, End of Semester Evaluation form, and other practicum documents;
- Follow practicum 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 practicum 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 practicum hours, unless given special authorization from practicum and/or Task Instructor. (This does not apply to assignments for the practicum course.);
- Notify practicum liaison if practicum site is not assigning student enough tasks or experiences; and,
- Be familiar and follow the policies and procedures set forth in this Practicum Manual.

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 90 days prior to the start of the semester in order for the practicum office to integrate student into appropriate web-based systems. Additionally, student's returning from a leave of absence should make sure to submit a new application 90 days prior to the start of the semester in which they plan to finish their practicum requirements. However, if you are an evening and weekend

student, Self-referral, and/or Employment-based the placement process may take more time, therefore, start as early as you can after completing the practicum application.

ORIENTATION TO PRACTICUM COURSES

Prior to or during the first week of classes, MSW Generalist and MSW Advanced students must complete required/mandatory practicum orientation requirements, to remain in the course. All students taking a practicum course must sign and submit a verification form acknowledging that they have read and understand the Practicum Manual, amongst other on-boarding assignments. The Practicum Manual and form can be found on the course site. Additionally, a number of the onboarding assignments required for the course can be found on the MSW Practicum Courses: Resources and Onboarding site that all students are connected to once they complete and submit their practicum application.

GRADES

The student's practicum experience (not work performance) is evaluated and graded in accordance with the criteria for grading established by Temple University. All interning MSW students are graded on a Pass/Fail basis. The grade is determined by the Practicum Liaison. Students must submit ALL assignments to receive a passing grade for this course.

A grading rubric has been designed that delineates the criteria for the Pass/Fail grade. The practicum rubric can be found on each Practicum course site under the Syllabus tab.

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 Learning Contract/Midterm and End of Semester Evaluation.

A student risks failing practicum if they:
- Has inconsistent and/or unsatisfactory performance on practicum objectives;
- Does not complete agency-assigned tasks and responsibilities;
- Is chronically late with and/or fails to submit required assignments to the practicum liaison or practicum and/or Task Instructor (if applicable);
- Submits poor quality assignments;
- Does not submit **ALL** assignments
- Receives failing or below passing grades on practicum assignments and/or practicum evaluation;
- Has excessive absences and/or unreliable attendance;
- Exhibits unprofessional and/or unethical conduct in practicum 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 or CPH policies (see website);
- 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, falsifying documents and other forms of academic or agency dishonesty; and /or
- Conduct that is potentially dangerous to current and future clients

INCOMPLETES

The Office of Practicum 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 Practicum 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 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

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

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 can affect their ability to receive federal financial aid in future semesters.

The default grade for all practicum courses is a "Fail" since all assignments must be submitted to receive a "Pass.

TIME REQUIREMENTS, HOLIDAYS & ABSENCES

All students must maintain a consistent practicum education schedule during both semesters. The MSW program, including practicum education, entails a considerable time commitment from students. 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 MSW students must keep a time sheet that is signed by the Practicum Instructor and/or Task Instructor and submitted.

> MSW Generalist students complete a *minimum* of 225 practicum hours per academic semester for a minimum total of 450 hours per year**.** MSW Advanced students complete a *minimum* of 300 practicum hours per academic semester for a minimum total of 600 hours per year**. Students cannot end their practicums early just because they have fulfilled the minimum time requirement.**

Dates for the beginning and ending of the practicum instruction period are established each year by the School, see practicum calendar. 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 Practicum Instructor, Task Instructor (if applicable) and practicum 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.

Students should observe all agency regulations about 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. Problems or concerns, such as continued lateness or consistently missing appointments, should be called to the attention of the practicum 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 Practicum 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 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 practicum days. Observation of any religious or cultural holidays should be discussed with your Practicum 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 practicum 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 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 practicum hours for the semester, will require the student to construct a written plan with the Practicum Instructor, Task Instructor (if applicable) and practicum 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, Practicum 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 Practicum Education.

MEDICAL CLEARANCES: MEDICAL HEALTH & IMMUNIZATION

As a student at Temple University College of Public Health, there are Pre-matriculation Health Compliance Requirements standards that are required to be completed prior to any student going into a practicum experience. Detailed information is found under Student Health

Services (SHS) related to the College of Public Health Student Requirements. This requirement pertains to all onsite and online students enrolled in a practicum course, including Employment-based and non-Employment-based students, on-line and in person.

As you move through the medical confirmation process, look for additional emails from Student Health Services (SHS@temple.edu).

> **Pre-matriculation Medical Clearances**: For more detailed information, review requirements as outlined by Temple University Student Health Services requirements for the College of Public Health.
>
> 1. Reach out to Temple University Student Health to answer any questions regarding this requirement here. or https://studenthealth.temple.edu/ to begin the process.
> 2. Tip: Using the Temple University Student Health Services Portal
> 3. More information: https://studenthealth.temple.edu/sites/studenthealth/files/media/document/CPH _Prematriculation_Requirements_0.pdf

Make sure to read additional information from SHS@temple.edu, review your student portable under "NEXT STEPS", read emails from MSW Hub, MSW Practicum Courses: Resources and Onboarding as well as your practicum course site. Please do not ignore this requirement which could change your graduation plans or grid.

Health and Immunization records must be uploaded in the EXXAT system under Student Compliance.

 Each prospective 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 University CPH SSW 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 necessary health requirements, students refer to the "Student Compliance" section under EXXAT to complete those health requirements.

If an internship site requires the Office of Practicum Education to attest to completed health requirements via "Student Compliance" section under EXXAT, then the student must sign an authorization form. The signed form must be submitted to the Office of Practicum Education's email (fieldedu@temple.edu) authorizing Temple University to release student information to the practicum site. This process can take time due to the collaborative process involved with the agency, College of Public Health Clinical Affairs and Interprofessional Education and SSW Office of Practicum Education.

BACKGROUND CLEARANCES: VERIFICATION/IDENTITY DOCUMENTS

The Office of Practicum Education requires all students obtain the maximum clearances required by the state in which the practicum is located as outlined by EXXAT under Student Compliance Verification/Identity Documents. Please review directions under each tab.

All PA residents must obtain the following:
> DHS Child abuse History Clearance Act 151
> State Police PATCH (PA Access To Criminal History) Act 34
> FBI Fingerprint
> Universal Clearance

Students who live outside of PA will start their clearances only under Universal. Student should speak with agency representative regarding any additional clearances required of the agency prior to the start of the internship.

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

The above requirements pertain to all onsite and online students enrolled in a practicum course, including Employment-based and non-Employment-based students, on-line and in person.

Student medical and background clearances are held within the EXXAT platform. Universal 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. 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).

If a student has a prior criminal record, or related concerns, the student should disclose this to the Office of Practicum Education for purposes of planning during the practicum placement process. The Practicum 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

practicum course at certain sites, in whole or in part, based on information in the background checks.)

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

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, tattoo coverage, dress, etc.) where they are placed. Students are to follow directives and feedback provided by agency personnel and/or practicum liaison regarding their appearance.

EMAIL: TUMAIL

The Office of Practicum 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 AT THE PRACTICUM SITE

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 practicum 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 practicum liaison and the Office of Practicum Education, fieldedu@temple.edu, with a written summary of the incident and resolution.

Some numbers you should be aware of:

Police and Fire – 911
Main Campus – 215-204-1234 Temple Main Campus Security

LIABILITY INSURANCE

Temple University maintains comprehensive general liability and professional liability insurance for itself and its students participating in practicum 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 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, agency representative should 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 car or agency car for agency-related tasks with their Practicum Instructor or other agency representative. There are options available to students who will be using a car during the course of their practicum work. 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 practicum.

SOCIAL ACTIONS AND STRIKES

Students may become involved in those social action components of the agency's program that are appropriate to their learning. During 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. Students are encouraged to participate in social action related opportunities if they are interested and invited as private citizens. However, these

opportunities are considered "above and beyond" the practicum and do not count as practicum 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 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 Practicum Education is not involved in decisions about or disbursement of stipends.

SSW participates in the Pennsylvania Child Welfare Training Program (funded by Title IV-E and administered by the University of Pittsburgh). MSW students can participate in the Child Welfare Education for Leadership (CWEL) program, but to be eligible, they must be employed by County Child Welfare Agency and be selected by their employer to participate. For further information, and application materials, visit the website: www.pacwcbt.pitt.edu.

SSW partners with Philadelphia Connections, an organization that promotes education and training in 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 Practicum 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 practicum 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 Practicum Education maintains relationships with agencies that are accessible and works with agencies to arrange reasonable accommodations upon request.

Notify the Office of Practicum Education of access/accommodation on your practicum application.

Process for requesting accommodations:

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

Temple University
Disability Resources and Services
Howard Gittis Student Center South
4th Floor, Room 420
1755 N. 13th Street
Philadelphia, PA 19122
(215) 204-1280
drs@temple.edu
Use MyDRS to schedule appointments online

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 practicum. 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 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 practicum utilizes a "team" model, which is comprised of a Professor, Practicum Liaison, Practicum Instructor, Task Instructor (if applicable), and student, all parties are advised of the accommodations requested by the student to make the practicum experience as enriching as possible. If you have concerns or questions about this approach, please speak with the Director or Assistant Director of Practicum Education.

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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 practicum sites due to use of medical marijuana and applicable state or federal laws.

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.

MSW PRACTICUM EDUCATION CURRICULUM

The curricular objectives of the practicum 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.

SW PRACTICUM PROGRAM	**Generalist MSW Practicum I: SSWG 5187** • Practice of Social Service Delivery I: • SSWG 5107 is a pre-or co-requisite to this course **Generalist MSW Practicum II: SSWG 5188** • Practice of Social Service Delivery II: • SSWG 5107 is a pre- requisite. SSWG 5108 is a pre- or co- requisite to this course	• **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.

Advanced MSW Practicum I: SSWG 8187 • Must have completed generalist curriculum • Appropriate advanced concentration practice I course is pre- or co-requisite to this course **Advanced MSW Practicum II: SSWG 8188** • Appropriate advanced concentration practice II course is pre- or co-requisite to this course	**Concentration specific**: Greater depth in social work knowledge and skills in one of these areas: ▪ Clinical ▪ Macro

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

MSW GENERALIST PRACTICUM COMPETENCIES (OBJECTIVES) AND LEARNING OUTCOMES

Generalist Practicum Education objectives and outcomes apply to the first MSW practicum (SSWG 5187/5188). In the generalist 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:

CSWE 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.

Learning Outcomes:

    a. 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 the practice situation or context

    b. demonstrate behavior; appearance; and oral, written, and electronic communication that are appropriate to the practice setting and events

    c. use technology ethically and appropriately to facilitate practice outcomes

    d. use supervision and consultation to guide professional judgment and behavior

CSWE 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.

Learning Outcomes:

    a. advocate for human rights at the individual, family, group, organizational, community, and/or constituent group system levels

    b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice

CSWE 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 with and in organizations, communities, constituent groups, 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.

Learning Outcomes:

    a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, constituent group, research, and policy levels

    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

CSWE 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.

Learning Outcomes:

    a. apply research findings to inform and improve practice, policy, and programs

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

CSWE 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.

Learning Outcomes:

    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

    b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

CSWE 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.

Learning Outcomes:

    a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, to engage clients and constituencies

    b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

CSWE 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 contract. 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.

Learning Outcomes:

    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

    b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon contract

CSWE 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.

Learning Outcomes:

    a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals

    b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

CSWE 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.

Learning Outcomes:

    a. select and use culturally responsive methods for evaluation of outcomes

    b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

MSW ADVANCED PRACTIUM COMPETENCIES (OBJECTIVES) AND LEARNING OUTCOMES

The advanced practicum (SSWG 8187/8188) is determined by the MSW student's selected concentration. Students have opportunities for more in-depth examination of a particular practice modality and field of practice.

CSWE 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, couples, families, and/or groups goals. 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.

Learning Outcomes:
   a. 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 the practice situation or context
   b. demonstrate behavior; appearance; and oral, written, and electronic communication that are appropriate to the practice setting and events
   c. use technology ethically and appropriately to facilitate practice outcomes
   d. use supervision and consultation to guide professional judgment and behavior

CSWE 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.

Learning Outcomes:

   a. advocate for human rights at the individuals, couples, family, and/or group, system levels
   b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice

CSWE 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 with individuals, couples, family, and/or group. 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.

Learning Outcomes:
    a. demonstrate anti-racist and anti-oppressive social work practice at the individuals, couples, family, and/or group research, and policy levels
    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 individuals, couples, family, and/or group acknowledging them as experts of their own lived experiences

CSWE 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.

Learning Outcomes:
    a. apply research findings to inform and improve practice, policy, and programs working with individuals, couples, family, and/or group levels
    b. identify ethical, culturally informed, anti-racist, anti-oppressive strategies for use in quantitative and/or qualitative research methods to advance the purposes of social work in working with individual, couples, family, and/or group

CSWE 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, couples, families, and/or groups goals. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Learning Outcomes:

    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 for individuals, couples, family, and/or group
    b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice for individuals, couples, family, and/or group

CSWE Competency 6: Engage with Individuals, Families, and Groups - 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, and groups. 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 individuals, couples, families,

and/or group. 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 individuals, couples, families, and/or groups. Social workers use the principles of interprofessional collaboration to facilitate engagement with individuals, couples, families, and/or groups as appropriate.

Learning Outcomes:
   a. apply theories and models, including but not limited to humanistic, psychodynamic, cognitive-behavioral, trauma-informed, as well as other culturally responsive and interprofessional conceptual frameworks, to engage clients, families and/or groups
   b. demonstrate a critical use of self and use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with individuals, couples, family, and/or group

CSWE Competency 7: Assess Individuals, Families, and Groups. – 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 individuals, couples, families, and/or groups Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, couples, families, and/or groups goals 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.

Learning Outcomes:

   a. apply theories and models, including but not limited to humanistic, psychodynamic, cognitive-behavioral, trauma-informed, as well as other culturally responsive and interprofessional conceptual frameworks, to assess clients, families and/or groups
   b. demonstrate respect for client self-determination during the assessment process by collaborating individuals, couples, families, and/or groups in developing a mutually agreed-upon plan

CSWE **Competency 8: Intervene with Individuals, Families, and Groups. –** 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 individuals, couples, families, and/or groups. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve with individuals, couples, families, and/or groups goals. Social workers facilitate effective transitions and endings.

Learning Outcomes:

   a. intervene with individuals, couples, families, and/or groups to critically choose and implement culturally responsive, evidence-informed interventions to achieve individuals, couples, families, and/or groups goals
   b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of individuals, couples, families, and/or groups

CSWE **Competency 9: Evaluate Practice with Individuals, Families, and Groups**– 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, couples, families, and/or groups goals. 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.

Learning Outcomes:

    a. select and use culturally responsive methods for evaluation of outcomes when working with individuals, couples, families, and/or groups
    b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, couples, families, and/or groups

SSW **Competency 10: Demonstrates Social Justice Practices Specific to Work with Individuals, Families, and Groups.**– 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 and fight against oppressive, discriminatory, and racist practice and behaviors when working with individuals, couples, families, and/or groups., identifying and applying solutions and actionable processes for addressing various forms of injustices.
Learning Outcomes:

    a. critically analyze and incorporate culturally responsive methods of social justice to work with individuals, couples, families, and/or groups
    b. actively engage in clinical practices that explicitly identify solutions and actionable processes to engage in addressing issues of social justice with individuals, couples, families, and/or groups

MACRO CONCENTRATION

CSWE Competency 1: Demonstrate Ethical and Professional Behavior – Macro 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 organizations, communities, and constituent groups. They 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.

Learning Outcomes:

    a. 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 the practice situation or context

    b. demonstrate behavior; appearance; and oral, written, and electronic communication that are appropriate to the practice setting and events
    c. use technology ethically and appropriately to facilitate practice outcomes
    d. use supervision and consultation to guide professional judgment and behavior

CSWE 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.

Learning Outcomes:

    a. advocate for human rights at the organizational, community, and/or constituent group system levels
    b. engage in macro practices that advance human rights to promote social, racial, economic, and environmental justice

CSWE Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice – Macro social workers understand how racism and oppression shape human experiences and how these two constructs influence practice with and in organizations, communities, constituent groups, 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 in macro change systems.

Learning Outcomes:

    a. demonstrate anti-racist and anti-oppressive social work practice at organizational, community, constituent group, research, and policy levels
    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 or in organizations, communities, and constituent groups, and acknowledging them as experts of their own lived experiences

CSWE Competency 4: Engage in Practice-Informed Research and Research-Informed Practice – Macro social workers use ethical, culturally informed, anti-racist, anti-oppressive, and participatory 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.

Learning Outcomes:

    a. apply research findings to inform and improve practice, policy, and programs

    b. identify ethical, culturally informed, anti-racist, anti-oppressive strategies for use in quantitative and/or qualitative research methods to advance macro practice

CSWE Competency 5: Engage in Policy Practice – Macro social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, access to social services, and creation of new programs/services. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with organizations, communities, and constituent groups. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Learning Outcomes:

    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

    b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

CSWE Competency 6: Engage with Organizations, Communities, and/or Constituent Groups – Macro social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of organizations, communities, and constituent groups. 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 groups, communities, and constituencies.

Learning Outcomes:

    a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with and in organizations, communities, and constituent groups.

    b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with diverse groups, communities, and constituencies.

CSWE **Competency 7: Assess Organizations, Communities, and/or Constituent Groups –** Macro social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with and in organizations, communities, and constituent groups to develop a mutually agreed-upon plan.

Learning Outcomes:

    a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing macro systems of practice

b.   demonstrate respect for self-determination of organizational, community, and constituent group members during the assessment process by collaborating with them in developing a mutually agreed-upon plan

CSWE **Competency 8: Intervene with Organizations, Communities, and/or Constituent Groups** – Macro social workers understand that intervention is an ongoing component of the collaborative, dynamic, and interactive process of social work practice. Social workers understand methods of identifying, analyzing, implementing, and critiquing evidence-informed interventions and participate in interprofessional collaboration to organizational, community, or constituency group goals.

Learning Outcomes:

a.   engage with organizational groups, communities, and constituencies to collaboratively and critically choose and implement culturally responsive, evidence-informed interventions to achieve their goals
b.   incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of organizational groups, communities, and constituencies

CSWE **Competency 9: Evaluate Practice with Organizations, Communities, and/or Constituent Groups** – Macro social workers understand that monitoring and evaluation are ongoing components of the dynamic and interactive process of social work practice with and on behalf of diverse organizations, communities, and constituent groups. Social workers critically monitor and evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness, and to create new programs/services that respond to the needs of organizations, community and constituent groups.

Learning Outcomes:
a.   select and use culturally responsive methods for monitoring and evaluation of outcomes
b.   critically analyze outcomes and apply evaluation findings to improve practice effectiveness, including creation of new programming, with and in organizations, communities, and constituent groups

SSW **Competency 10: Demonstrates Social Justice Practices Specific to Work with Organizations, Communities, and/or Constituent Groups**.– 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 and fight against oppressive, discriminatory, and racist behaviors of organizations, communities, and constituent groups on every level, identifying solutions and actionable processes for addressing various forms of injustices.

Learning Outcomes:
a.   critically analyze and incorporate culturally responsive methods of social justice to practice with organizations, communities, and constituent groups
b.   actively engage in macro practices that explicitly identify solutions and actionable processes to engage in addressing issues of social justice with organizations, communities, and constituent groups

MSW PRACTICUM FORMATS

Program formats for practicum courses, matriculated students only. It is strongly recommended that students consult with their academic advisors to determine their course schedules before registering for classes. There are three options for MSW students to design their practicums using Fall, Spring and Summer academic terms. Some practicum agencies will not offer all options but continue to host students under the traditional Fall/Spring model.   The Office of Practicum Education will continue to work with students and agencies regarding which option or options are feasible for their schedule and organization.

Fall/Spring Option: Students engage in a concurrent model of practicum and practice courses. This option is open to generalist year and advanced year students. This allows students to plan practicum according to work requirements. Advance year students utilizing the traditional or extended format **will not** be delayed for graduation.

Option A: Traditional Fall/Spring Practicum Model

Fall	Spring	Summer I
Practicum I/ SSWG 5187 or SSWG 8187	Practicum II/ SSWG 5188 or SSWG 8188	

Spring/Summer Option: Students enter practicum in the Spring semester and continue practicum through the summer. This allows students to plan practicum according to work requirements, take advantage of unique practicum opportunities and allow students with more summer availability to use summers more effectively in the MSW program. This option is open to generalist year and advanced year students.   Advanced year students completing this option should consult the practicum department. This option may delay conferral of degree for advanced year students utilizing the extended format.

Option B: Spring/Summer Practicum Model

Fall	Spring	Summer I
	Practicum I/ SSWG 5187 or SSWG 8187	Practicum II/ SSWG 5188 or SSWG 8188

Summer Block Practicum Option: Students would perform a concentrated block practicum the summer following the required practice courses. This approach will allow students to perform practicum work during a concentrated time period that better fits their schedule, or out of state or internationally. This option is open to generalist year and advanced year students.   Advanced year students completing this option should consult the practicum department. This option may delay conferral of degree for advanced year students utilizing this format.

Option C: Block Practicum Model

Fall	Spring	Summer I	Summer II
		Practicum I/ SSWG 5187 or SSWG 8187	Practicum II/ SSWG 5188 or SSWG 8188

Students are expected to integrate and apply what they have learned in their other courses to their practicum experiences. All students must complete a practice course in the MSW program level they are in prior to or concurrent with practicum experience. Students must finish all generalist level courses prior to consideration for advanced year practicum.

PRACTICUM EDUCATION REQUIREMENTS

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

- MSW Practicum Courses- Resources and Onboarding Certificate
- Learning Contract
- Learning Contract/Midterm Evaluation
- End of Semester Evaluation
- Timesheets
- Supervision Forms
- Check-In Reports

MSW Generalist 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. Macro practice can include administrative, planning and community tasks (check Canvas course site). Advanced MSW students need to have practice experiences in keeping with their concentration.

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 practicum. ALL PRACTICUM ASSIGNMENTS MUST BE COMPLETED AND SUBMITTED PRIOR TO A GRADE BEING CALCULATED FOR THE SEMESTER.

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

MSW Practicum Courses- Resources and Onboarding Certificate

This assignment is a pre-requisite to the start of all practicum courses. This onboarding assignment begins in the MSW Practicum Courses- Resources and Onboarding Canvas site, that all students are connected with once their Practicum application is received by OPE. Students are required to submit the certificate in all practicum courses as an assignment, confirming their understanding of the internship process, policies, obligations, assignments, etc.

LEARNING CONTRACT

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

The Learning Contract delineates the practicum education objectives and outcomes. The student and Practicum 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 practicum 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 during the first several weeks of Practicum Part I and Practicum Part II. (Check course syllabus for exact date.) Practicum Part II Learning Contracts should be built on the previous semester's work with attention paid to outcomes either to be intensified or were challenging. Practicum Instructors may wish to continue an activity into the following semester. In addition, Learning Contracts should be periodically reviewed and revised as necessary during the practicum course. The Learning Contract must be signed by both student, Practicum Instructor, and the Task Instructor (if applicable) and then submitted to the Canvas course site for confirmation.

Since the Learning Contract is integral to the internship experience, student lack of submission of this particular assignment can cause the internship to be placed on hold.

LEARNING CONTRACT/MIDTERM EVALUATION

The Practicum 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.) Student should make sure to complete the Learning Contract specific to their level (Generalist or Advanced) and concentration (Macro or Clinical).

CHECK-IN REPORT

Students complete a minimum of 3 Check-In Reports each semester directly to their practicum liaison. This form may be found on the Canvas course site. These reports provide an opportunity for both the student and practicum liaison to track the progress that is being made in meeting practicum 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 practicum liaison.

END OF SEMESTER EVALUATIONS

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 Practicum Instructor. Each release has a different date in order for each form to pre-populate to the next form. This allows time for the Practicum 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 submission of the evaluation form by the Task Instructor (if applicable) and Practicum Instructor.

Student Self-Evaluation will be sent to the student via an EXXAT 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.

Practicum and Task Instructors will receive a link via EXXAT 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 Practicum Instructor while the Practicum 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 Practicum Instructor an opportunity to determine overall progress and the specific areas needing more work. The evaluation process should be seen as one involving the Practicum Instructor and Task Instructor (if applicable), and the student; although the final responsibility for assigning a grade rest with the practicum liaison.

Once the Practicum Instructor completes the End of Semester Evaluation and clicks submit that evaluation is used to score the students 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, Practicum Instructor, practicum liaison and other appropriate individuals.

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

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

TIMESHEETS

All students must submit a Timesheet that reflects consistent attendance and has been signed by the Practicum Instructor and/or Task Instructor (if applicable). There are several timesheets required over the semester, with the final Timesheet being submitted at the end of semester. Time requirements were discussed in a previous section. Due dates and a sample Timesheet is found on the Canvas course site.

PRACTICUM INSTRUCTION AND SUPERVISION

All students must have a social worker with a degree from an accredited social work program, and 2 year post-degree practice experience, as their instructor. The Practicum 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 MSW Practicum Instructor or (2) meeting with the MSW Practicum 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. Practicum 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 FORMS

Students may use the Supervision Form to initiate the structure of the agenda and/or discuss the outcome from the meeting with their Practicum Instructor and Task Instructor (if applicable), however, the supervision form assignment must be completed during the meeting with the Practicum instructor.

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

STANDARDS OF CONDUCT

SOCIAL WORK CODE OF ETHICS

Students, Practicum Instructors, and practicum 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 practicum and a failing grade for the practicum course.

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

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and

communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

Standards of Student Conduct

The School of Social Work has an obligation to hold students accountable not only for the mastery of academic content but also for the development of professional behavior expected of those in the social work profession. Specifically, the SSW holds students to the standards of honesty and integrity reflected in the National Association of Social Workers (NASW) Code of Ethics (https://www.socialworkers.org/about/ethics/code-of-ethics) and the Temple University Student Code of Conduct. This is available at: https://studentconduct.temple.edu/) These standards will be evident in responsible social interaction with faculty and peers on campus and in professional interaction with clients and staff in the practicum 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* (2018-19):

It is important that students acknowledge the work of others both in their written and oral work. This includes any work completed online as part of a class, including but not limited to discussion forums, voice thread, blogs, google documents and journal entries. Students should familiarize themselves with proper forms of documentation to meet the academic and professional standards of the university and to avoid plagiarism:

Academic honesty and integrity constitute the root of the educational process at Temple University. Intellectual growth relies on the development of independent thought and respect for the thoughts of others. To foster this independence and respect, plagiarism and academic cheating are prohibited.

Plagiarism is the unacknowledged use of another individual's ideas, words, labor, or assistance. All coursework submitted by a student, including papers, examinations, laboratory reports, and oral presentations, is expected to be the individual effort of the student presenting the work. When it is not, that assistance must be reported to the instructor. If the work involves the consultation of other resources such as journals, books, or other media, those resources must be cited in the appropriate style. All other borrowed material, such as suggestions for organization, ideas, or actual language, must also be cited. Failure to cite any borrowed material, including information from the Internet, constitutes plagiarism.

Academic cheating results when the general rules of academic work or the specific rules of individual courses are broken. It includes falsifying data; submitting, without the instructor's approval, work in one course that was done for another; helping others to plagiarize or cheat from one's own or another's work; not fully participating in or being responsible to a project group for a class assignment or undertaking the work of another person.

The penalty for academic dishonesty can vary from a reprimand and receiving 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. Students who believe that they have been unfairly accused may appeal through their school/college's academic grievance procedure and, ultimately, to the Graduate Board if academic dismissal has occurred.

SOCIAL MEDIA AND TECHNOLOGY

For use of social media and technology:

- Follow the guidelines of Temple University, College of Public Health, School of Social Work official policies as noted in the MSW Handbook.

- Follow the guidelines/policies set forth by your practicum site (written and verbal), NASW Code of Ethics, and CSWE Technology standards.

- Do not share agency information without written consent of your Practicum Instructor.

- Be clear when you are speaking as an individual, not for Temple, CPH, SSW or the practicum site, as appropriate.

- Strive to remain a credible source in your personal and your professional social presences.

- Use caution when sharing personal information about an individual or group without their permission. Actively follow confidentiality guidelines as delineated in the NASW Code of Ethics, CSWE Technology and agency standards.

- Refrain from the use of profanity or derogatory language and/or sexually explicit language or material of any kind.

- Reflect the highest levels of academic integrity, honesty, and ethics.

- Share copyrighted material only when permission is granted to do so (e.g., through a "Share" button by the originator of the material) and/or with an appropriate citation/reference.

STANDARDS OF FACULTY CONDUCT

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

Sexual harassment of students also threatens this environment and is expressly prohibited of all persons engaged in teaching at Temple University, including full-time and part-time faculty as well as teaching assistants. With reference to behavior between an instructor and students of that instructor, no instructor may make a sexually suggestive or intimating remark, ask a student for a date or sexual favor, or in other ways make a sexual advance to the student. In situations where faculty members are not directly responsible for a student but in a position to influence that student's academic career, an instructor must desist from expressions of sexual or romantic interest if there is any indication that such interest is unwelcome by the student. No instructor may indicate, either explicitly or implicitly, that an academic reward or punishment could result from a student's reaction to an instructor's sexual or romantic advances.

Main, Harrisburg Campuses and On-line students who believe they have been the victims of sexual harassment should first bring this matter to the attention of the Director or Assistant Director of Practicum 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 MSW Handbook for current policies and procedures regarding academic grievances and consult with their academic advisor.

STUDENT POLICIES AND PROCEDURES RESOLVING CONCERNS AT THE PRACTICUM

MAINTAINING STUDENT AT THE PRACTICUM SITE

Throughout this process it is important that open communication be maintained. The Practicum 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 practicum, it is the obligation of the student first to make a serious effort to resolve the matter with the Practicum Instructor. The student meets with the Practicum 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 Practicum Liaison for support and feedback.

- If the problem is not resolved, the student should notify the Practicum Instructor, along with the Practicum Liaison. The Practicum Liaison will attempt to resolve the issue with the student and the Practicum Instructor during an agency meeting; and notify the Assistant Director or Director of Practicum Education of the problem and progress toward a resolution. The student will document the discussion and concerns, as it relates to practicum experiences, learning competencies and future learning opportunities. All documentation should be submitted in writing to the Practicum Liaison.

- If resolution efforts are not successful the student, Practicum Liaison and Assistant Director or Director of Practicum Education will meet to discuss practicum options. If the concerns include any issue that may jeopardize the student's safety, the student should

contact the Practicum Liaison and Assistant Director or Director of Practicum Education immediately for a unilateral resolution.

REMOVAL OF STUDENT FROM PRACTICUM SITE

The 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 to engage successfully in one's professional responsibilities to clients, the practicum 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 practicum performance and responsibilities to clients, the practicum site, and/or the community, the Practicum Instructor, Practicum Liaison and Director or Assistant Director of Practicum Education have the responsibility to intervene.

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

The Office of Practicum Education has the responsibility to remove a student from practicum 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 or MSW Manual;
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 practicum competencies and activities identified in learning plan.

Students being asked to leave an agency or removed by the Office of Practicum Education due to any of the above-mentioned reasons depending on the outcome of meeting with the Office of Practicum 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 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 practicum must be discontinued, every effort will be made to reassign the student to another practicum setting as expeditiously as possible. (This will depend on availability of appropriate practicums sites). Every attempt will be made to minimize the loss of accumulated practicum hours.

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

A student may be removed from practicum due to:

- Decision of the Office of Practicum Education and Practicum Liaison that the agency experience is not meeting the outlined Learning Competencies of the practicum on the practicum liaison recommendation. The practicum 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 Practicum 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 practicum site.
- Failure of the Practicum Instructor in providing supervision over the student's learning experiences and activities.
- Student's personal safety is jeopardized by continuing practicum.
- The Director or Assistant Director of Practicum 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 practicum education competencies cannot be met in that setting.

Change or removal from practicum: Implications for grades and practicum hours

There are circumstances that may necessitate a change in the student's practicum placement in addition to the reasons previously stated above. Such as, loss of employment due to layoff or termination, change in job responsibilities, change in agency, practicum or Task Instructor leaves agency, agency closes, etc. In the event of such situations, the student should contact their Practicum Liaison (during practicum course), Practicum Education Specialist (prior to starting

course) and the Office of Practicum 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 Practicum Education will notify the student to proceed with the development of a plan or outline a rationale why student should be replaced. A student changing placements prior to the mid-point of the practicum experience must have the Practicum Instructor evaluate their practicum performance. If the performance was satisfactory, the practicum hours earned in the practicum will carry over to the new practicum site. If the practicum performance was marginal or unsatisfactory, the practicum hours will need to be repeated.

A student changing practicums after the mid-term point of the practicum experience must have the former Practicum Instructor complete the End of Semester Evaluation based on the Learning Contract developed for that practicum period. An additional supplementary Learning Contract and evaluation or supplementary learning contract and summary will be completed by the Practicum Instructor at the new practicum site and both documents will be submitted and utilized by the practicum liaison to determine the grade for that practicum period.

STUDENTS EXPERIENCING DIFFICULTY MASTERING PRACTICE AND/OR PROFESSIONAL COMPETENCIES

PROFESSIONAL COMPETENCIES AND PRACTICE

When students are evaluated as not being successful at moving forward to satisfy practice and/ or professional competencies assessed via the Learning Contract/Midterm, a Performance Agreement will be instituted. The Performance Agreement is authored by the Practicum Liaison, Practicum Instructor, Task Instructor (if applicable) and the Student. It is a written document (i.e. email, letter, etc.) that describes how the student's behavior(s) inhibits professional performance and/ or demonstrates lack of ability to successful move forward to satisfy practice competencies. The agreement identifies the corrective action to be taken and the time frame for its completion. The target behavior(s) must be behaviorally described, using examples. It is the responsibility of Director or Assistant Director of Practicum 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 or Assistant Director of Practicum Education for review.
- It is the responsibility of the practicum liaison to closely monitor the student's performance and to evaluate the student's compliance at the end of the agreed-upon time frame.
- Based on the student's progress in meeting practice and/or professional competencies, the Director or Assistant Director of Practicum Education may arrange a consultation with the student and the practicum liaison.

REQUEST TO CHANGE PRACTICUM

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

Students requesting a change in Practicum Liaison should make the request directly to the Director of Practicum Education. A request for a change of Practicum Liaison should be predicated on a serious problem or concern that can be remedied only by a change.

WITHDRAW FROM PRACTICUM/ 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 and assignments completed in the agency prior to the drop date.

Students deciding to withdraw from their practicum course once they have been accepted and/or have begun working in the internship must notify their Practicum Liaison, Director and/or Assistant Director of Practicum Education and their MSW Advisor of this decision before leaving the agency. Failure to notify the appropriate individuals of this decision might result in a failing grade. Students withdrawing from their assigned practicum after receiving an unsatisfactory evaluation or documented problems meeting the course competencies will count as an unsuccessful practicum. The Director or Assistant Director of Practicum Education may meet with the student, Practicum Liaison and/or Practicum 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 practicum course.

REQUEST FOR INCOMPLETE GRADE IN PRACTICUM

In extreme cases, including but not limited to, a family crisis, extended illness, late start date 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 PRACTICUM

At the end of Generalist or Advanced Practicum II, students complete an evaluation of the practicum experience, Practicum Education Department, and student's Practicum Liaison to assist the Office of Practicum Education in identifying the strengths and limitations of the practicum processes, practicum sites and staff, to facilitate improvements, and to give recognition to this component of departmental performance.

EVALUATION OF AGENCY EFFECTIVENESS

The Practicum Liaison plays a vital role in monitoring the effectiveness of the agency, the Practicum Instructor and Task Instructor (if applicable). Each liaison reviews all assigned agencies yearly in an Agency Evaluation form that is submitted to the Office of Practicum Education. The Practicum Liaison is expected to discuss any concerns about the effectiveness of the Practicum 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 Practicum Liaison and Director or Assistant Director of Practicum Education to meet with a Practicum Instructor, Educational Coordinator, or Agency Director to address concerns and to suggest ways in which the agency or Practicum and Task Instructor can become more effective.