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Glossary
Dear Social Work Students,

On behalf of the entire Department of Social Work and Gerontology, let me officially welcome you to our community. In choosing the BSW Social Work major at Shippensburg University, you have started on a journey that will give you a remarkably interesting and exciting career and allow you to make a meaningful contribution to our world.

As a student in our program, you will have a wide variety of opportunities to learn and grow as a person and a social work professional. Some of them will be in the classroom, but some of them will be outside the classroom in volunteer experiences in the community, or with expert speakers and workshops made available through the department, the University and the surrounding communities. Do all you can to take advantage of these learning experiences. They will help to mold you into the person and professional you will become as you go through life here at Ship.

The faculty members in the department of Social Work and Gerontology are beyond compare in their passion for social work and their compassion for those of you who are in the process of becoming social workers. They will challenge you to become the best you can and will support you in your efforts to achieve your goals. We all look forward to working with you as you travel the first steps of your journey in social work.

My best to each of you.

Dr. Deborah Jacobs  
Professor and Chair  
Department of Social Work & Gerontology
Use This Handbook …

- When you need information about the program requirements, policies, and procedures. (See the table of contents to find the location).

- Throughout the program, from start to finish. It addresses everything you need to know.

- When you must complete a requirement. For example, when you are asked to apply for Professional Status. The handbook includes the procedures (in the text) and the forms (in the appendices).

- As a companion to the university catalogue that was in effect when you were admitted.

- To learn about resources and opportunities.
GENERAL

Program Background
Mission, Goals, and Objectives
Educational Outcomes and Indicators
THE DEPARTMENT OF SOCIAL WORK & GERONTOLOGY

The Department of Social Work & Gerontology houses three programs. The undergraduate social work program is a fully accredited program (since 1974) by the Council on Social Work Education which offers a BSW degree. The Gerontology Program offers an undergraduate minor in gerontology. The Millersville & Shippensburg collaborative Masters in Social Work (MSW) Program began in the Fall of 2006 and is in the process of receiving accreditation. This handbook provides information primarily about the BSW program.

BSW PROGRAM BACKGROUND

The BSW program at Shippensburg University earned accreditation from the Council on Social Work Education (CSWE) in 1974. This was the first year that CSWE granted accreditation status to baccalaureate programs. The program maintains accreditation status and has been continuously reaffirmed by the Council. In 1999 the program changed its degree from a Bachelor of Arts (BA) in Social Work to a Bachelor of Social Work (BSW).

On June 2002, we received word that the Council on Social Work Education granted our program full reaffirmation for eight years (the maximum they grant)! With the coming of the next academic year we will be preparing for reaffirmation of our accreditation.

The program’s primary purpose is to prepare entry-level generalist professional social workers. The University and the College of Education and Human Services actively support this mission. The BSW degree involves a total of 120 credit hours with a base of 55 credit hours required in social work courses. The balance of hours is comprised of liberal arts content which includes: required skills, categories of knowledge, course specific categories of knowledge for social work, and free electives.

Graduates of the program have had significant success with employment after graduation. They have also had success both in acceptance rates and performance in graduate schools, including our own MU-SU MSW program. Our social work alumni have served to provide effective feedback and support for our program over the years. Many serve on our Advisory Council and/or belong to our Facebook group for alumni.

Mission of College of Education and Human Services

Mission

The Mission of the College of Education and Human Services is preparing students to be competent human service professionals and to provide leadership directed toward encouraging collaboration in the development and application of theory, research, policy, resources, practices, and innovative models.

Goals

The College fosters such competencies through the identification, creation, and dissemination of knowledge, a respect for diversity, and an attitude of life-long learning in the human services.
The College strives to instill a sense of responsibility, commitment, and professionalism in service to people and institutions while striving for expertise in major areas of study by incorporating a significant liberal arts component into each of the professional programs and identifying outcomes to measure effectiveness of programs. Students demonstrate ethical practices related to common social behavior and legal issues.

Objectives for the College of Education and Human Services

Faculty, staff and administration in the College of Education and Human Services will provide broad-based educational experiences so that students will be able to:

1. Develop a strong background in their chosen field of study.

2. Identify the interrelationship between and among the various social agencies of the community and practice collaborative team approach unifying standards and competencies in the role and function of professionals within the human services disciplines.

3. Translate knowledge from the basic disciplines into practical applications to specific human and behavioral problems.

4. Demonstrate a knowledge of and sensitivity to human understanding and individual differences.

5. Model an understanding of ethical standards and result in life-long responsibility for professional behavior.

6. Develop an evolving professional attitude which will result in life-long learning.

7. Provide resources and educational experiences in computing and information technology for use as a personal and professional tool.

College Information

Commitment to Ethical Practice of the Shippensburg University
College of Education and Human Services

The professions of Counseling and College Student Personnel, Criminal Justice, Educational Leadership and Policy, Exercise Science, Military Science, Teacher Education and Social Work/Gerontology comprise the College of Education and Human Services. This College is charged with upholding a learning environment in which faculty, administration, staff, and students work together to develop a lifetime commitment to being of service to others. Together, we define who we are and who we aspire to become as members of the College of Education and Human Services community.

Each of the professions represented in the College are guided by ethical codes of professional practice enforced through the prescribed channels of its profession. We acknowledge and respect the individual codes and standards of ethical conduct that are prescribed by the disciplines of the
College. From these codes our College has created a unifying ideal that consists of seven ethical statements of principle. These statements reflect the fundamental belief that intraprofessional collaboration provides a more comprehensive service system to children, families, clients, students, and institutions than individual disciplines acting in isolation. The administration and faculty of this College believe that it is important to actively uphold the following standards of ethical conduct throughout their careers:

- Honoring and dignifying ourselves and others;
- Valuing differences among and between us;
- Advocating for and acting to attain social justice;
- Using discretion vested in the privileges of our positions appropriately;
- Performing our jobs at the highest standards;
- Upholding the trust of those with whom we work;
- Respecting the work of other professionals.

Individually, in order that others may know who I am, what I believe, and know of my works, I, with all others here, will be accountable for the privileges and responsibilities that accompany my membership in the College of Education and Human Services.

Program Information: Mission, Goals, Objectives

**BSW SOCIAL WORK PROGRAM MISSION, GOALS AND OBJECTIVES**

**Mission**

The mission of the Shippensburg University BSW program is to provide comprehensive preparation for competent entry-level social work practice and/or graduate study. This program includes: 1) a curriculum grounded in the generalist approach; 2) a special emphasis on the respect for diversity; and 3) multiple linkages to the regional practice community.

**Definition of the Generalist Approach**

The generalist approach for practice involves both ways of knowing (assessing) and ways of doing (practice methods). The knowing and doing must be grounded in a liberal arts foundation and guided by systems/ecological theory, core social work values, respect for diversity, empowerment, and commitment to social and economic justice. A social worker with this approach has the knowledge, skills, values, and self-awareness to be able to match the level(s) of intervention to the needs of the client system (individual, family, small groups, organizations, communities) in particular situations or practice settings.

**Educational Goals**

**Goal 1: Educational**

To prepare students to use the generalist approach to become a competent entry-level social work practitioners.
The objectives for this goal are:

Students will be able to:

1. Demonstrate advocacy for empowerment.
2. Identify as a social work professional.
4. Develop and manage professional relationships.
5. Manage interactional skills.
6. Demonstrate critical thinking and problem solving skills.
7. Manage the change process.
8. Apply the generalist approach on multi-levels of intervention.

**Goal 2: Educational**

To prepare students for successful graduate study in social work or related fields. [This goal requires that all objectives for Goal 1 are addressed. The difference is in the implementation of the objectives.]

The objectives for this goal are:

Students will be able to:

1. Demonstrate advocacy for empowerment.
2. Identify as a social work professional.
4. Develop and manage professional relationships.
5. Manage interactional skills.
6. Demonstrate critical thinking skills.
7. Manage the change process.
8. Apply the generalist approach on multi-levels of intervention.

**General Program Goals**

**Goal 3: Diversity Leadership**

To provide leadership about diversity issues to the University and the region in order to work towards greater inclusion and social justice.

Objectives for this goal are:

Faculty will:

1. Conduct workshops, trainings, and provide consultation on issues of diversity.
2. Advocate for attention to diversity on key campus and regional projects.
3. Provide opportunities for students to participate in experiences that promote diversity.
Goal 4: Partnership

To collaborate with the regional practice community for mutual professional growth and development.

Objectives for this goal are:

Faculty will develop partnerships with colleagues:

1. To enhance and keep current our program curriculum.
2. To exchange information and resources.
3. To develop resources for students to support their professional development.

EDUCATIONAL OBJECTIVES AND INDICATORS

In fulfillment of the educational goals the course of study is organized by eight educational objectives that are integrated throughout the curriculum. These educational objectives are further grouped into four categories (values, self-awareness, skills, and knowledge base). Each course in the major highlights those objectives that most closely relate to the course purpose. These objectives are used as educational building blocks in a sequence of social work courses designed to prepare the entry-level professional social worker for practice.

Accompanying these educational objectives are examples or indicators of achievement of the objectives. These indicators provide a guide to assist you in your understanding of the meaning of each objective. They represent some of the areas which will indicate your level of mastery or competence in each of the objectives.

We have chosen to use client system, rather than client, to permit identification of the level of concern.

Values
1. Students will **Demonstrates Advocacy For Empowerment**

   **Indicators:** Does the student demonstrate behavior which supports:
   - Respect for the dignity and worth of each individual.
   - Respect for self-determination.
   - Respect for differences.
   - Client right to opportunity.
   - Client right for access to services.
   - Persons in disadvantaged situations.
   - System change to respond to client’s needs.
   - Respect for different opinions/perspectives when engaged in staff meeting/committee work.
   - Ensuring that the organization treats clients with respect.
   - Appropriate use of community resources to meet client/organization/community goals.
   - Use of policy and program development for client empowerment.
   - Respect for cultural and/or other significant differences of the individual, family, group, organization, or community.
2. **Students will Identify as a Social Work Professional**

*Indicators:* Does the student:

- Demonstrate knowledge of “roots” of profession and its developmental process.
- Apply the NASW Code of Ethics as a basis of practice.
- Seek continuous professional growth.
- Define the unique qualities of social work which distinguish it from other helping professions.
- Support the profession’s advocacy for social and economic justice for oppressed populations.
- Have knowledge of general ethical guidelines.
- Have knowledge of ethical guidelines of internship placement.
- Demonstrate awareness and sensitivity to ethical issues.
- Exhibit personal behavior that is consistent with ethical guidelines.
- Consult with others about ethical issues if necessary.

**Self Development**

3. **Students will Demonstrate Self-awareness**

*Indicators:* Does the student:

- Show willingness to examine personal values and biases.
- Indicate understanding of relationship between personal and professional values.
- Demonstrate openness to new ideas.
- Identify own learning needs.
- Have the capacity to be objective.
- Demonstrate healthy ways of handling stress.

4. **Students will Develop And Manage Professional Relationships**

*Indicators:* Does the student:

- Identify role and purpose in relationships.
- Verbalize distinction between personal and professional relationships.
- Take responsibility for own actions.
- Manage barriers to engagement based upon differences.
- Accept direction from others.
- Collaborate with other professionals.
- Demonstrate assertive behavior conflict management skills.
- Demonstrate effective interpersonal skills.
- Demonstrate professional responsibility (i.e., being prompt, completing assignment, etc.).
- Arrive on time.
- Use time effectively.
- Inform supervisor and makes arrangements for absences.
- Demonstrate reliability by completing tasks on time.
- Complete required total number of hours or days on site.
- Demonstrate appropriateness about clothing, language, etc., on site.

**Skills**

5. **Students will Manage Interactional Skills**
**Indicators:** Does the student demonstrate:

- The skills of listening, questioning, reflecting, summarizing, confronting, interpreting, and informing.
- Development of a climate that encourages interaction through the skills of crisis intervention.
- Development of a climate that makes people comfortable in new and strange situations.
- Conscious efforts to make appropriate connections between theory and practice.
- Knowledge of core interactional skills.
- Effective application of core interactional skills.
- Ability to build on client strengths.

6. Students will **Demonstrate Critical Thinking (problem solving)**

*Note:* “Critical thinking involves the careful examination and evaluation of beliefs and actions. It requires paying attention to the process of purposeful reasoning, not just the product. In this broad definition, critical thinking is much more than the appraisal of claims and arguments, more than a set of tools for discovering mistakes in thinking. Well-reasoned thinking is a form of creation and construction.”

Source: Critical Thinking For Social Workers, 1996

**Indicators:** Does the student demonstrate behavior of:

- Clarifying the goal in problem-solving.
- Revisiting the definition of the problem.
- Stating assumptions that are being used.
- Reviewing data.
- Analyzing the process.
- Considering the implications of the outcome.

**Knowledge**

7. Students will **Manage the Change Process**

**Indicators:** Does the student demonstrate knowledge of:

- Human development.
- Systems development across levels (individuals, groups, families, organizations, and communities).
- The influence of personal and environmental functioning on behavior.
- System theory and the ecological perspective.
- Role and function of individuals and other systems in society.
- Strengths and weaknesses in client systems.
- Factors that influence change.
- The effects of poverty, racism, sexism, powerlessness, and alienation on personal development.
- The influence of self on professional functions.
- The policy development process.
- The process of program or organizational development.
- How to do a qualitative or quantitative research project.
- Process of program or organizational evaluation.
8. Students will Apply the Generalist Approach on Multi-levels of Intervention in Social Work Practice

**Indicators:** Does the student:
- Demonstrate an awareness and respect for diversity.
- Demonstrate a commitment to social and economic justice.
- Utilize the following in assessment:
  - Person-in-environment lens
  - Biopsychosocial knowledge
  - Professional values
- Apply effective skills at various levels of intervention.
  - micro
  - mezzo
  - macro
- Evaluate change qualitatively and/or quantitatively in the client system (i.e., individual, group, family, organization, and community.)
Curriculum

Overview
Planning Checklist & Planning Sheet
Social Work Course Cycles
Prerequisite Information
Minors of Interest to Social Work Students
CURRICULUM OVERVIEW

The curriculum design reflects the educational mission, goals and objectives of the program to prepare students for entry-level generalist social work practice and graduate study. Our curriculum is in keeping with CSWE educational policy standards which state (CSWE 2001 EPAS, p.4):

*The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.*

Additionally, CSWE standards identify the following areas of content as vital to the educational process: social work values and ethics, diversity, populations at risk and social and economic justice, human behavior and the social environment, social welfare policies and services, practice, research and field education. All of these content areas are represented in the courses outlined in this section of the Student Handbook and further described in the university catalog.

Following is the Curriculum Planning Checklist used with advising students to keep account of requirements and the students’ development. There is a liberal arts base reflected in the General Education (G.E.) requirements. Students must successfully complete all required courses before they are eligible to do the field practicum. Other than approved field practicum during the senior year, no credit is given for practice experience.

---

1 The Shippensburg University BSW Program is functioning under the 2001 CSWE EPAS until its reaffirmation process is completed in June 2010. Transition to the 2008 EPAS is an ongoing process. Go to [http://www.cswe.org](http://www.cswe.org) to review the new EPAS.
# CURRICULUM PLANNING CHECKLIST

**Social Work Majors**

**Effective Fall 2009**

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<th>Student</th>
<th>Advisor</th>
<th>Professional [ ] Y <em><strong><strong>/</strong></strong></em> [ ] Conditional <em><strong><strong>/</strong></strong></em></th>
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## Year 1

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<td>S.W. in Social Welfare (102)</td>
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<tr>
<td>College Writing (101) or Writing-</td>
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<tr>
<td>Intensive First-Year Seminar (106)</td>
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<td>G.E. E: Intro. to Sociology (101)</td>
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<td>G.E. C: Human Biology (150)</td>
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<td>G.E. E: General Psychology (101)</td>
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<td>World History II (106)</td>
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<td>Assess. Orgs. &amp; Communities (340)</td>
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<td>SW Skills for Working w/Families (327)</td>
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## Year 5

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<td>Seminar in S.W. Methods (391)</td>
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1. This requirement must be met by social work majors even if the student tested at the advanced level in the math placement test.

*Economics course recommended if student is interested in obtaining an MSW. ECN 101 or 102.

**CWEB students must take SWK 262 (Introduction to Child Welfare)

Other than approved field practicum during the senior year, no credit is given for practice experience.
PROGRAM INFORMATION: PLANNING CHECKLIST

Transfer hrs. from ____________________________
Transfer hrs. from ____________________________ Student
Other hours
Current Semester ____________________________
Planned Hours ____________________________ Advisor
(See below)

Total ____________________________ Date

PLANNING SHEET

This is a tentative plan of study that is contingent on successful completion of prerequisites. Students must earn a C or better in all Social Work courses before entering field work.

Semester ________________ Semester ________________
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Semester ________________ Semester ________________
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17
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<td>(1) Special Field in SW (Behavioral Health OR Health Care) 73-357</td>
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<td>(1) Intro. to (Child Welfare) 73-262</td>
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</tr>
</tbody>
</table>

This schedule is subject to change

All summer courses are tentative
### Required Prerequisites

<table>
<thead>
<tr>
<th>CLASS</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 102 Social Work in Social Welfare</td>
<td>No Prerequisites</td>
</tr>
<tr>
<td>SWK 150 Human Relations Lab</td>
<td>No Prerequisites</td>
</tr>
<tr>
<td>SWK 250 Assessing Individuals</td>
<td>No Prerequisites</td>
</tr>
<tr>
<td>SWK 262 Introduction to Child Welfare</td>
<td>Does not require SWK 270; course can be counted as a Special Fields course</td>
</tr>
<tr>
<td>SWK 265 Diversity in SW Practices</td>
<td>No Prerequisites</td>
</tr>
<tr>
<td>SWK 270 Social Work Practices with Individuals</td>
<td>Prerequisites are SWK 102, SWK 250</td>
</tr>
<tr>
<td>SWK 275 Social Work Skills for Working with Groups</td>
<td>Prerequisite is SWK 270</td>
</tr>
<tr>
<td>SWK 327 Social Work Skills for Working with Families</td>
<td>Prerequisite is SWK 270</td>
</tr>
<tr>
<td>SWK 340 Assessing Organizations and Communities</td>
<td>Prerequisites are SWK 250 &amp; 360</td>
</tr>
<tr>
<td>SWK 347-359 Special Fields</td>
<td>Prerequisite is SWK 270</td>
</tr>
<tr>
<td>SWK 360 Research Technology for Social Work</td>
<td>Prerequisite is SWK 250 Pre or Co-requisite is MAT 117</td>
</tr>
<tr>
<td>SWK 370 Social Work Practice with Organizations and Communities</td>
<td>Prerequisites are SWK 270, SWK 340</td>
</tr>
<tr>
<td>SWK 388 Preparing for Practicum</td>
<td>Prerequisite is SWK 270; May only be taken the semester before field</td>
</tr>
<tr>
<td>SWK 389, 390, 391 Field Seminar</td>
<td>Require the completion of all other Social Work classes</td>
</tr>
<tr>
<td>SWK 420 Gender Issues for Helping Profession</td>
<td>Prerequisite is SWK 270 or Junior Status</td>
</tr>
<tr>
<td>SWK 450 Social Work Policies and Services</td>
<td>Prerequisites are SWK 270 and PLS 100</td>
</tr>
</tbody>
</table>
Program Information: Minors

MINORS OF INTEREST TO SOCIAL WORK STUDENTS

An academic minor enriches the educational experience and enhances one’s resume. Social Work majors are strongly encouraged to select a minor. Our plan of study has room for several electives which can be used to earn a minor (most minors are 18 credit hours). Currently, there are over twenty minors available. The full list of minors and their respective requirements can be found in the university undergraduate catalog.

Some of the minors that are most frequently chosen by social work majors are:

- Gerontology
- Ethnic Studies
- Women’s Studies
- Spanish
- International Studies (21 credits)
- Psychology
- Sociology
- Political Science
- Early Childhood (21 credits)

THE INTERDISCIPLINARY GERONTOLOGY MINOR

Introduction

The Department of Social Work and Gerontology is committed to providing social work students with opportunities to learn about working with older adults and their families. The large increase in the number of older adults ensures that all social workers will encounter elders. For example, those working in the child welfare system will often meet older persons as members of the family system or as custodial guardians of grandchildren. Social workers in the health care system can expect a large percentage of their time spent with elders, as this group disproportionately utilizes medical, rehabilitative, and other health services. It is also important to realize that older people can experience many of the hardships that younger adults face such as poverty, domestic and sexual violence, substance abuse, and difficulty navigating various social service systems. Learning about gerontology prepares social workers to meet these challenges. Social work students will use the professional skills and expertise taught in the program to promote empowerment and improved quality of life among older persons.

With the assistance a geriatric enrichment grant received from the John A. Hartford Foundation and the Council on Social Work Education, students have more than one avenue to learn about social work and aging:

- Throughout the social work curriculum
- Interdisciplinary Minor in Gerontology
Program Information: Minors

Aging Throughout the Social Work Curriculum

Every student in the social work program will be exposed to aging-related knowledge, activities, and guest lectures throughout the social work curriculum. These experiences are designed to assist social work students in mastering the Foundation Gerontological Social Work Competencies recommended by CSWE’s Strengthening Aging and Gerontology Education for Social Work (SAGE-SW) program (see Appendix I).

It is highly recommended that students take courses that provide a concentration in a particular area (courses can be taken in any sequence). Examples of concentrations include:

General Practice Concentration

- SWK 351: Special Fields: Aging
- GRN 100: Introduction to Gerontology
- GRN 480: Valuing Diversity in Later Life

Health Related Concentration

- SWK 351: Special Fields: Aging
- SOC 369: Medical Sociology

Hospice Related Concentration

- SWK 351: Special Fields: Aging
- PSY 352: Adult Development and Aging
- SOC 344: Sociology of Death

Minor in Gerontology (18 credit hours)

Gerontology is an interdisciplinary undergraduate minor designed to provide students with a broad view of the aging process. Through required coursework, electives in your personal area of interest, applied experiences, research opportunities, and volunteer activities, you will gain a firm understanding of aging-related issues that can be applied to the broader field of social work. The breadth and depth of the minor in Gerontology prepares social workers to work in a variety of settings and with many different populations.

Completion of the Gerontology (Aging) Minor requires a minimum of 18 credits. You will take two core 3-credit courses: Introduction to Gerontology (GRN 100) and a required Gerontology internship experience (GRN 301). This internship will be geared towards your particular interest area and can, upon approval, be combined with your field placement. For example, if your interests lie in providing direct services, we will try to arrange an internship with a local social service agency. If a position in administration is your goal, we will try to place you in a local government, profit, or non-profit agency so you can learn the ins and outs of managing services for older adults.

Taking electives fulfills the remaining 12 credits of your minor requirements. For social work majors, relevant electives may include:

- SWK 351: Special Fields of Social Work: Aging
- SWK 357: Special Fields of Social Work: Health
ESC 200:  Lifestyle Management
ESC 250:  Introduction to Kinesiology
ESC 352:  Psychology of Physical Activity
PSY 352:  Adult Development and Aging
PSY 420:  Health Psychology
PSY 422:  Social Psychology of Aging
PSY 435:  Psychopharmacology
SOC 344:  Sociology of Death
SOC 369:  Medical Sociology
SOC 371:  Social Dynamics of Aging
Selected Topics from any department with an aging-related theme

To declare Gerontology as your minor, please complete the **Change of Major/Minor** form as early as possible (included in Appendix H). Be sure to obtain the appropriate signatures indicated on the form.

**Conclusion**

Expertise in aging will prepare you to become a better social worker. Awareness of the unique experiences of later adulthood, as well as, the special needs and services that various sub-groups of older adults require, will help you to recognize when assistance is needed. Further, traditional social work goals (such as promoting individual independence and autonomy) are also key themes encountered in the field of aging. The expertise you gain in aging at Shippensburg University will also enhance your marketability when applying for jobs, as few social workers have the chance to formally learn about aging.

For more information about social work and gerontology, National Center for Gerontological Social Work Education at <http://www.depts.washington.edu/geroctr>.

To learn about opportunities in aging for social work students at Shippensburg University, talk to your advisor or the Gerontology Program Director.
Admission & Retention

Rationale for Admission and Retention Procedures
Admission Process for the Social Work Program
Professional Development & Review
Program Information: Admission & Retention

RATIONALE FOR ADMISSION AND RETENTION PROCEDURES

Social work is much more than an academic major. For many social workers it is a way of life which embraces a concern and caring for others demonstrated through practice based on values, skills, and knowledge which define Social Work. It is not the most highly paid profession nor the most glamorous, but it is one in which each day brings new challenges and opportunities to make the world a better place.

As you enter the educational experience in the BSW program at Shippensburg University you are entering a new phase in your life that will hold great meaning to your future direction. The following pages describe the basics of the program: what its philosophy and ethics are, as well as its policies and procedures. Taken together they should give you an understanding of what the program can offer you as you move through this exciting and challenging experience. Some of the words and phrases you read may be foreign to you as you enter the program, but beginning with your first course you will grow increasingly familiar with the language of social work as well as the values and body of knowledge it represents. Before you know it, your education will be complete and those words and values and knowledge will become part of you just as you have become part of the social work profession.

ADMISSIONS PROCESS

The process of admission to the BSW Social Work Major reflects the professional nature of the department’s educational mission. The following materials provide students with the necessary information and samples of documents required to complete the admission application process.

It should be noted that, in keeping with CSWE accreditation standards, the Shippensburg University BSW program does not grant academic credit for life or work experience.

Admissions Policy & Professional Status - General Overview

There are three possible levels of admission into the Social Work Major. The first is for a first year student who is applying to the University to request social work as a major without any previous college level work. The second is a process for transfer students. Internal and external (from another college/university) transfer students need to meet the grade point listed below that corresponds to the number of credit hours they have earned to be considered for admission.

<table>
<thead>
<tr>
<th>If a student has:</th>
<th>He/She needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours</td>
<td></td>
</tr>
<tr>
<td>0-30</td>
<td>2.2 grade point required</td>
</tr>
<tr>
<td>31-59</td>
<td>2.4 grade point required</td>
</tr>
<tr>
<td>60+</td>
<td>2.5 grade point required</td>
</tr>
</tbody>
</table>

Students not accepted due to space limitations may reapply to the major during the next semester in which they meet the minimum requirements. They will be reevaluated in relation to the applications received in that semester. Students with a GPA below the required level may petition to be admitted into the major if they have taken 3 social work courses and received a B or higher.
The third level is acceptance to professional status which requires an ongoing overall grade point average of 2.5 in all University courses, in addition to other requirements stipulated below. This level will be granted only after students have successfully completed a formal application process during their enrollment in Social Work Practice with Individuals (SWK270) course.

1. Prior to obtaining and completing an application students should determine if they meet the following minimum standards for applications:
   - Successful completion of:
     - SWK 102 Social Work in Social Welfare
     - SWK 250 Assessing Individuals in the Social Environment
   - Successful completion or current enrollment in SWK 270 Social Work Practice with Individuals
   - Overall QPA of 2.5 or better
   - Students who are enrolled in SWK 270 and do not have a 2.5 or are first semester external transfers should speak with the course professor before completing the application.

2. Those students who meet the requirements in #1 should obtain professional status applications/materials on-line at the department website or in the appendix of this handbook (see Appendices for samples of the form and written statement format).

3. Upon completion, applications and required attachments should be returned to the department secretary. Professional status applications will ONLY be accepted during and no later than Week Seven of the Fall and Spring Semesters.

4. Student applications will be reviewed by a three person professional status committee composed of two social work faculty persons, one of whom is the faculty member currently teaching SWK 270, and a social work practitioner appointed through the program advisory committee.

5. Review will be completed and students will be notified in writing to their campus mailing address on or before the Friday of Week Twelve of the semester in which they apply.

**Criteria for Acceptance to Professional Status in the Social Work Department**

Acceptance and retention into the social work program will be based upon an assessment of the student’s capability to achieve academic success, the possession of a value base consistent with professional social work values and ethics, and the student’s interest in and commitment to the profession of Social Work.

Acceptance requires the support of at least two of the three professional status committee members. Due to program capacity to serve students, it may be necessary, at times, to limit the number of applicants admitted. In these circumstances, a student may meet the minimum standards but will not necessarily be admitted into professional status.
All students who apply will receive written notification of their acceptance status (see Appendices C & D). Students receiving conditional status must meet with their academic advisor to develop a plan of action (see Appendix F).

There are three levels of response to student applications:

**Full acceptance** - student is accepted into professional status in the department without conditions and is expected to maintain her/his standards of performance.

**Conditional acceptance** - student is accepted conditionally with the stipulation that they must meet with their advisor to develop a plan to attain the requirements of full acceptance. When the requirements for Full acceptance are met, the student should submit a typed request for review along with supporting materials.

**Not accepted** - student does not meet standards of acceptance into professional status. Student should meet with advisor to determine if reapplication at a later date is advisable.

In addition to the other criteria described above the following decisions apply to all students applying for professional standing.

- In order to receive full acceptance into professional status a student must have a grade point average of 2.5 or better and complete the application in full.

- Students with grade points between 2.0 and 2.49 may be accepted conditionally if their application includes supplemental documentation which should consist of: two (2) letters of reference, an advisor recommendation, and a plan of correction focused on improving academic standing with time lines.

- Students admitted on conditional status are reviewed by the professional status committee to determine whether they have fulfilled their plan and should be moved to full status or should continue conditional status and submit a revised plan.

- Any student who is on academic probation will be rejected from professional status and is not encouraged to apply. These students will be unable to schedule further social work courses until their GPA is above a 2.0.

- Students who have not reached full professional status (i.e., are conditionally accepted) must be reviewed by the full faculty the semester prior to being registered for SWK 388 Pre-Practicum Seminar (i.e., 2 semesters before field work), and the faculty must agree to move the person to full acceptance in professional status or be granted an exception to policy in order for that student to be permitted to proceed to the professional semester year of social work study. Students initiate this process of review by submitting a typed letter requesting an exception along with supporting documentation.

- Any student on academic probation is not eligible to take Social Work Practice with Individuals (SWK 270).
• If external transfer students take **SWK 270** the first semester at Shippensburg their professional standing decision will be deferred until grades for that semester have been received.

**DEVELOPMENTAL REVIEW PROCESS (DRP)**

Accreditation standards require that social work programs have policies and practices for “terminating a student’s enrollment in the social work program for reasons of academic and professional performance”. CSWE. (2001). *Handbook of Accreditation Standards and Procedures*. The Shippensburg University BSW program prepares students for professional practice and/or graduate study. It is therefore, the responsibility of faculty to promote the standards of the profession. Students and the clients whom they serve will benefit from the faculty purposefully teaching and evaluating performance, conduct/behavior, self-awareness and communication skills.

It is the policy of the Shippensburg University BSW program to provide social work majors and potential majors with feedback regarding their progress in each of the social work courses in which they are enrolled. This is achieved through a mechanism known as the Developmental Review Process (DRP). The purposes of the DRP are (1) to give students specific information on the degree to which they are meeting scholarship, and professional standards on which their letter grade is based and (2) to alert and assist students who are demonstrating signs that they are having difficulties in understanding and adhering to standards of the profession as identified in the National Association of Social Workers: Code of Ethics and the Shippensburg University BSW Program Student Handbook.

The Course Performance Review and Developmental Concern Identification are used as methods to ensure personal and professional behavior have been established by the BSW program.

**Mid and Final Semester Course Performance Review**

There are two possible components that may be used as part of the Developmental Review Process. The first is a midterm and final evaluation known as the **Course Performance Review (CPR)**, which is presented to all students in each social work course in which they are enrolled. The CPR counts as twenty percent (20%) of the grade for each course. The CPR places its primary attention on academic and other related factors that serve as the criteria for the letter grade in the course.

The professor takes the responsibility for monitoring the classroom climate to provide an atmosphere conducive to student learning. This includes serving as a resource and guide for the student’s professional leaning, ensuring that the classroom offers a safe opportunity for exchange of ideas and opinions, and fairly evaluating all student work.

Students are expected to attend ALL classes, to come to class on time, to take responsibility for having done the reading, to complete all assignments on time and to the best of their abilities, and to actively participate in the class discussion and activities. Students are expected to work collaboratively and responsibly to apply the principles of professionalism. (The NASW Code of Ethics is the standard for professional behavior). A sincere effort to learn and grow are key elements in the development of the professional self and will be evaluated by the professor as
part of the student grade. In addition, students will be evaluated on: the practice situation; assuming appropriate responsibilities; use of consultation sessions; developing professional relationships; demonstrating problem solving process; managing human change and growth process for self and for others; and promoting and advocating for access to empowerment and opportunity. A mid-term and final participation grade which is 20 percent of the total grade will be awarded.

The following standards and indicators, adapted from University of Wisconsin, Whitewater social work program, are the basis on which each student is evaluated:

**Performance Standards**
- Plans and organizes work effectively.
- Turns in assignments complete and on time.
- Makes arrangements for his/her special needs.
- Attends class regularly.

**Indicators of Concern:**
- Poor organizational skills.
- Requests for extensions on assignments and exams.
- Turning in assignments late or incomplete.
- Multiple absences from class per class syllabus.
- Multiple absences from field placement.

**Conduct/Behavior Standards**
- Demonstrates ability to work cooperatively with others.
- Actively participates in class discussion groups/role plays.
- Shows respect for others’ opinions.
- Is open to feedback from peers/faculty.
- Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic, or national origin, disability, political orientation, sexual orientation, and populations at risk.
- Conducts him/herself according to the NASW Code of Ethics.

**Indicators of Concern**
- Appears to create conflict in class which impedes learning and/or building effective relationships.
- Uncooperative/unwilling to participate in class activities.
- Consistently late for class, or leaves class early.
- Consistently late for field placement.
- Sleeps during class period.
- Disrupts class process by talking to others.
- Uses derogatory language or demeaning remarks.
- Appears unwilling/unable to accept feedback.
- Monopolizes class discussions.
- Consistently complains about class workload to the point of impeding class process.
- Unwilling/unable to develop an understanding of people different from oneself.
- Discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, disability, etc.
- Physical action directs at clients, faculty, staff or fellow students.
• Unethical professional behavior (e.g., sexual contact with a client).
• Academic misconduct.

**Emotional Self-Control and Self-Understanding Standards**

• Uses self-disclosure appropriately (e.g., student seems to have an understanding, and has resolved the issue he/she is sharing).
• Appears to be able to handle discussion of uncomfortable topics.
• Deals appropriately in class with issues which arouse emotions.
• Demonstrates an awareness of one’s own personal limits.
• Understands the effect of one’s behavior on others.

*Indicators of Concern:*
• When engaged in self-disclosure, the student appears to be working through unresolved issues.
• The student appears to overreact to, or resent feedback (e.g., takes it personally).
• Appears unable/unwilling to control emotional reactions.
• Faculty concern regarding possible alcohol/drug abuse, mental health issues.
• Verbal threats directed at clients, faculty, staff, or students.
• Demonstrates impaired judgment, decision-making, or problem-solving skills.
• Consistent failure to demonstrate ability to form effective client/social worker relationship (e.g., shows judgmental attitude).

**Communication Skills Standards**

*Written:*
• Shows consistency in written communication. Written assignments demonstrate: good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, follows logical sequence.
• Demonstrates ability to use citations.
• Demonstrates ability to write effectively in records.
• Shows command of the English language.
• Abides by University standards (e.g., plagiarism).
• Demonstrates use of critical thinking skills.

*Indicators of Concern:*
• Written works are frequently vague, shows difficulty in expressing ideas clearly and concisely.
• Student has many errors in the area of spelling, punctuation, structure, etc., and does not make effort to show improvement.
• Appears to have plagiarized the work of others.

*Verbal:*
• Is able to clearly articulate ideas, thoughts, concepts, etc.
• Has the ability to communicate clearly.
• Has working proficiency of the English language even when English is not the student’s primary language.
**Indicators of Concern:**

- Appears to have difficulty expressing him/herself when speaking.
- Difficulty communicating so that others can hear or understand.
- Lacks a working proficiency of the English language when communicating.

**Developmental Concern Identification**

A second aspect of the DRP is a possible additional evaluation, which is presented only when Social Work majors (full or conditional status) have been identified as exhibiting behavioral, attitudinal, and/or development concerns in and/or outside the classroom which conflict with the expectations of the profession. This Developmental Concern Identification (DCI) will be added as a supplement to the student’s Developmental Review Process.

Each semester after mid term grades are distributed, faculty meet to discuss any student concerns related to grades and classroom/out of class behavior. For any student for whom a faculty member has identified professional developmental concerns, the procedures listed below will be followed:

1. Conference between the faculty member and the student and with notification of procedures (including notice about the presentation of concerns to other faculty and the student’s right to attend, participate, and bring an advocate to the DRP session or to submit a written response to be considered in the discussion). After the review of the information, the student and the student’s advocate may be asked to leave the room during faculty deliberations.

2. Faculty presentation at the DRP session will occur at the middle of the semester. Written minutes which identify the faculty recommendations for action will be completed for distribution to all participants, including the student.

3. Based on the recommendations of the faculty, a written contract which designates the criteria for corrective development or rational for dismissal will be prepared by the faculty group. A hand written informal draft will be given to the student on the day of the meeting and a typed mailed copy will be sent to the student within two working days. The mailing address will be provided by the student or taken from the most current listing available. This process will be coordinated by the student’s advisor.

4. Students may appeal the contract conditions through the following steps:
   
   a. Students may submit a counterproposal within ten (10) working days to the faculty body through the presenting faculty person.
   
   b. If there is not satisfactory resolution the student can bring the issue to the Dean of the College of Education and Human Services.
Application for Professional Status (Formal Admission to the Program)

Acceptance and retention into the social work program will be based upon an assessment of the student’s capability to achieve academic success, the possession of a value base consistent with professional social work values and ethics, and the student’s interest in and commitment to the profession of Social Work. This is evaluated on a written entrance essay that is submitted to the admissions committee during the semester in which the student is taking SWK 270 Practice with Individuals. For more information, see Appendices A - F.

Upon receiving acceptance into the program (full or conditional), students will sign a Code of Conduct agreement (see Appendix E).

Field Practicum Eligibility

Students who are eligible to enter their field placement semester based upon the required 2.5 GPA, and successful completion of all social work course including Preparation for Practicum SWK 388, will sign a Field Practicum Code of Conduct (see Appendix S).

Professional Clearances

During or before Preparation for Practicum SWK 388, all students must apply for (or show evidence of current) Child Abuse and Criminal clearances (see Appendices J & K). FBI clearance may also be required by some agencies (Appendix L). These clearances provide protection to the agencies and families with whom students work. If a student knows of an offense that will show on either clearance, it is imperative that they discuss this with their advisor or other faculty early in the educational experience. Because many agencies require clearances, there will likely be job limitations in the field of social work for a person with a criminal or child abuse record.
Sample
Developmental Review Evaluation
Mid-Term/Final Evaluation

Student Name__________________________________________________________

Course_______________________________________________________________

Professor____________________________________________________________

Performance (25%): (Example: Organizational skills, timeliness, etc.)

Conduct/Behavior (25%): (Example: Cooperation with others, participation, etc.)

Emotional Self-control (Self-understanding) (25%): (Example: Self-disclosure, handling uncomfortable topics)

Communication skills (25%):

Written (consistency and effectiveness in writing)

Verbal (clearly articulate thoughts)
Student Resources

Writing Assistance
Department Resource Room
Swataney
Student Social Work Organization (SWO)
Phi Alpha
Social Work Research Club
Shippensburg Gerontological Organization (SGO)
All Department Meeting
Scholarship
Emergency Fund
Volunteer Opportunities
STUDENT RESOURCES

In addition to the educational program offered, the BSW program has a variety of groups, activities, and resources which enhance the quality of educational life for students. The following section describes the major groups and events.

Writing Assistance

Writing is an important part of social work. Social workers are constantly writing such things as: social histories, recommendations for judges in cases of child maltreatment, court reports and dispositional reports in the corrections field, discharge plans in hospitals and treatment plans in behavioral health settings. The quality of the writing reflects both on the social work professionals and the organizations that they represent.

Because writing is so integral to social work, it is essential that social work students write well by the time that they reach field placement. If a student doesn’t write well, this may restrict the kinds of quality learning opportunities that they may have in their field placement, and their recommendation from their field supervisor when they apply for jobs will not be as strong as it otherwise would be.

Following are recommendations of resources to strengthen writing skills while a student is at Shippensburg University. Although the recommendations are grouped according to assessment of one’s writing skills, recommendations in one area may be applicable across the board.

Resources available include the Learning Center, Library, ext. 1420 located in the Lower level of Ezra Lehman Library just across the quad from Shippen Hall. The Learning Center has lots of online help at: http://www.ship.edu/Learning. Go there to find out all the resources on your own campus. Scroll down to the bottom of the page for some useful handouts.

Students with concerns about their writing skills: If students think that their writing is weak (this feedback can come from professors), they should look for opportunities to get remedial help. One excellent source is English Basic Writing a three-credit course that offers individualized writing instruction in a workshop setting. This course can be taken even if a student has completed English 101 and 102. The three credits do not count toward graduation.

Students whose writing skills are adequate: If a student thinks that their writing is neither weak nor wonderful, there are a number of things that they can do. Sign up for English 209 Creative Nonfiction Writing. This class gives students the opportunity to practice writing and get feedback on their writing. In English 209, the assignments can be social work related. Also, in completing the General Education and minor requirements, seek out those courses which require a lot of writing. Many students avoid these courses, because they are more work than classes with mainly standardized tests, but they offer other opportunities to improve their writing.

Students whose writing skills are already good: If a student’s writing is one of their strong points, they may want to not only follow the recommendations in the previous section, but also take other English courses in writing to further sharpen writing skills.
APA Style Documentation

The required style of documentation in the Social Work department is APA. Listed below are a few examples. Students are strongly encouraged, however, to purchase the latest edition of the manual for a complete explanation of all types of documentations.

I. Reference citation in text

APA journals use the author-date method of citation; that is, the surname of the author (do not include suffixes such as Jr.) and the year of publication are inserted in the text at the appropriate point:

Rogers (1994) compared reaction times of men over the age of 35.

In a recent study of reaction times, all participants were men over the age of 35 (Rogers, 1994).

If you quote directly from the source, the page number must be inserted following the date: The review of literature “differs significantly from the review of a book” (Hart, 1998, p. 26).

II. Reference List (Reference list should be double-spaced.)

Journal articles:

Books:

Edited Books:

Reference to an article or chapter in an edited book:
III. Retrieval Information: Electronic Sources

The reference must include the date the information was retrieved along with the name and/or address of the source. This format is constantly being updated. For the most recent information on how to cite additional electronic sources including dissertations, e-mail, and abstracts see the Publication Manual of the American Psychological Association (6th edition) or go to the very useful website http://apastyle.apa.org/ and use the tutorial or FAQ resources.

Department Resource Room

The Resource Room serves as a study room and meeting place for social work student activities and meetings as well as the “home” for the Department. Social work journals, NASW membership materials, graduate program information, and job and volunteer opportunities are located in this room as well.

The Resource Room also contains the student mailboxes. Each social work major is provided with a personal mailbox. Official communication from the department and/or faculty (i.e., faculty comments on assignments, schedule changes, event announcements) will be placed in the student boxes. Students are responsible for checking their mailboxes regularly for such communication.

Swataney

All students received a Swataney in the beginning of their academic career. Students should familiarize themselves with the official policies of Shippensburg University found in the handbook. This handbook applies to all university students, regardless of their major. It outlines the rights and responsibilities of being a student at Shippensburg University.
Student Social Work Organization (SWO)

SWO is a vehicle that can provide students with an opportunity to broaden their understanding, awareness, and learning about current social work issues, as well as offering opportunities to do voluntary community services (i.e., graduate training, area social work agencies, guest speakers on social work related topics). Active volunteer community service experiences have been varied and include: clothing drive for the homeless, door-to-door food drives, Inclusive party and Relay for Life. In addition, SWO supports social work majors by contributing to Senior Orals and hosting Social Work Month (March) events.

SWO can do many things. It can:

- be used to carry program development concerns and issues from the social work student body to the faculty.
- be used as a means for social functions or get-togethers.
- help students become familiar with one another, the program, and information about course selection.
- be especially helpful to new social work students by orienting them to the “culture” of the Department.

SWO is your organization. All social work majors, and students interested in social work, may become members of SWO. Faculty members serve as advisors to SWO to assist the organization in accessing resources and implementing activities. Come to a SWO meeting and sign up. It is a means of having “a say” in your educational process. It can make your involvement with the total social work program a more enjoyable and personal experience.

Officers of SWO and Phi Alpha (see below) represent the student body at faculty meetings on a regular basis. If you have ideas, issues, or concerns you would like formally expressed regarding the program policies and procedures please contact the student organization officers. All students are also welcome to meet with the program director, department chairperson, or any faculty member to address concerns. This club is recognized by the Shippensburg University Student Senate.

Phi Alpha

Phi Alpha is the National Social Work Honor Society with Alpha Lambda being the Shippensburg Chapter. This society provides students with an opportunity for professional growth and development of leadership skills. Each semester the group carries out a community service project and a fund raiser. Qualifications for membership are 12 semester hours in social work or admission into the professional standing level of the major. A GPA of 3.0 overall and 3.5 in social work must be maintained. Each semester, students meeting qualifications will be invited to become members.

Social Work Research Club

The Social Work Research Club is open to any BSW student who is currently enrolled in or has completed the research class. Students and the advisor plan and implement a research study that is completed over the academic year and then present results. The club has presented at poster sessions of the Annual Program Meeting of CSWE and at numerous on-campus research
conferences. The club provides a fun way to learn more about conducting and presenting research.

**Shippensburg Gerontological Organization (SGO)**

The Shippensburg Gerontological Organization (SGO) provides an opportunity for students who are interested in the field of aging to gain volunteer experience and share their interest with other students. The organization is open to all Shippensburg students so it also allows students from several majors to share their knowledge. Each year, the organization sponsors the Junior-Senior Ball in conjunction with the Shippensburg Senior Activities Center and participates in the annual Alzheimer’s Walk, among other activities. There are officer positions available and new ideas are always welcome. This club is recognized by the Shippensburg University Student Senate.

**All Department Meeting**

Early in the Fall semester a full Department meeting will be held. All social work students and faculty attend. The purpose of the meeting is for new students to meet faculty and returning students to become reacquainted. Department goals for the year are discussed and new or pertinent information will be presented. The time of the meeting will be announced at the beginning of the semester.

**Student Scholarship**


The Advisory Council of the Department of Social Work and Gerontology created a scholarship fund over a decade ago to support the educational efforts of outstanding BSW students. Recently the scholarship was renamed to honor Dr. Robert L. Hewitt, a beloved professor in the department for over 20 years. BSW students who will be in field practicum in the current academic year, are eligible to apply for the scholarship. Students are selected who best articulate: a) what they define as excellence in social work practice, b) what they want to accomplish in their careers, and c) what they see as the future of the social work profession.

Eligibility requirements include an overall 2.5 GPA and 3.0 in Social Work.

Applications are made available to eligible students in early fall or are available from the department secretary. Announcement of the recipient usually occurs during the December Senior Orals event.

**Emergency Fund**

Over the years there have been a variety of “emergency circumstances” that have arisen for students in our program. These emergencies have included things like: apartment fires and burned textbooks and clothing; expensive car repairs necessary to get to a field placement 25 miles away; unanticipated parking costs at a placement site due to snow emergencies; excess gasoline expenses due to the distance of a field placement; and a need to take the bus home due to a family emergency. In an effort to create a systematic response to student emergency needs the department has created an emergency fund.
A student must make a request through his/her advisor to the Coordinator of the Fund, or Social Work and Gerontology Department Chair, indicating the student’s need and when they plan to repay the debt. Paperwork will be done through the department office. After it is decided how much a student can borrow, a repayment plan will be developed and signed by the student.

**Volunteer Opportunities**

There are many volunteer opportunities in the area, and many social work courses require volunteer experiences. These opportunities are constantly changing. See [http://webspace.ship.edu/deanstu/volunteer](http://webspace.ship.edu/deanstu/volunteer) and/or your course professor for the most recent options.
Advising

Functions of Advisors
Assignment of Advisors
Transfer Students
Change of Advisors
Student Advisement Files
ADVISING

The social work program places a high value and priority on the advising relationship. The Department was recognized for its commitment to advising in 2005 when it received the Advising Excellence Award. As a professional preparation program, we strive to function as a community that is invested in, and committed to, helping to develop our students’ potential for entry-level professional social work practice. We believe that the advising relationship is centrally important to this process. Unlike the traditional advising arrangement which may be narrowly focused on the “here and now” of course requirements and prerequisites, the role of advising in the social work program has the capacity to take on a vital role in the educational and professional development experience of the students. Students, as well as faculty, must assume responsibility for building the advisor-advisee relationship. Students should view advisors as ongoing resources for their growth and development as professionals.

Functions of Advisors

Each student is assigned an advisor from the social work faculty who will provide the functions listed below. Each advisor will try to offer each student a formal appointment time at least once every semester in addition to specific scheduling appointments. The advisor will:

- Assist students in the assessment of aptitude and motivation for a career in Social Work.
- Discuss career options in the profession.
- Periodically evaluate performance in the total educational experience.
- Assume responsibility for contracting and monitoring concerns that arise as a function of the professional development review process.
- Help to develop resources on behalf of professional development needs.
- Guide students in selection of courses and in minors that will enhance preparation for beginning professional social work practice.
- Inform students about the process of working with the Field Education Director faculty member to develop an appropriate field experience.

Assignment of Advisors

All student advisors are full time faculty members within the department. The advisors are assigned on a rotating basis to ensure equitable distribution of students to the faculty members. Specific advisor/advisee lists will be posted in the Department Resource Room (Shippen Hall 384 B). This information is also available on the Student Information System (SIS) at http://info.ship.edu once you are enrolled as a social work major. New majors will receive a letter/email notifying them of their assigned advisor and how to contact him/her.

External transfer students: The Department Chairperson will work with all such students for the initial evaluation of their transcript, during application to the major and will assist with the first two semesters’ schedules. These students will then be assigned to a faculty member who serves as advisor for ongoing social work majors and will remain with that advisor through the completion of their studies.
Internal transfer students: When the department receives approval of the major change through the University, new majors are assigned an advisor in the same manner as described previously.

Change of Advisors

The students will remain with the assigned advisor unless there is a change in faculty or the student or faculty advisor successfully uses the grievance system to demonstrate that the student is not receiving appropriate advising.

The grievance system requires a written request for a change of advisor including documentation of perceived inappropriateness of the currently assigned advisor. The request is to be submitted to the department chairperson who will hold individual conferences with the student and faculty person for the purpose of investigating the concern and determining whether a change in advisor is warranted. The results of this decision will be communicated in writing to both the student and the faculty advisor within 10 days of the conclusion of the conferences, or after the chairperson has held a joint conference with all parties involved.

Student Advisement Files

Student advisement files will be kept only in the Department secretary’s office and will be maintained by the advisor and Department chairperson. Material on file includes the student’s Developmental Performance Review forms (if applicable), all transcripts regarding the student, notes from advising conferences, all correspondence between student and advisor, the student’s up-to-date curriculum checklist used for scheduling, and any course assignments (papers and tests) which faculty deem important to include.

The advising file is open to the student’s review upon request to the Department secretary. Each file will be maintained for five years after the student graduates or otherwise leaves the program. At this point it will be destroyed.

Transfer Students

All transfer students, internal or external, are encouraged to do several things to help make the transition less stressful.

Ten Recommendations for Transfer Students

1. Make the most of your time here.

2. Meet with your advisor to clarify department policies and procedures.

3. Read your student handbook. Check your mailbox at least once a week.

4. See Appendix G for guidelines on critiquing a research article. This is important content that you may have missed from our Social Work and Social Welfare Course.

5. Join SWO – The social work student organization and get involved with their activities.
6. Attend recommended campus activities. Shippensburg University sponsors an incredible array of speakers, which enrich and enhance your classroom-based learning.

7. If you are having difficulty academically, meet with your professors to determine what you need to do to improve. Do not wait – go right away.

8. Become familiar with the campus resources. Use the library; seek assistance at the Learning Resource Center for help with your writing or with study skills.

9. Your advisor may recommend a minor, particular electives, and volunteer activities. Consider these recommendations seriously. They are important to helping you get the most from your education.

10. Earning a social work degree is the path toward becoming a professional. Join the major, join the community of learners, and ultimately join the profession.

Some of the challenges will come simply from the changes you are making by coming in to an entirely new situation. Other challenges may be due to higher academic expectations than you experienced in your previous program. Generally the greatest source of stress, however, comes from trying to rush through the program. Transferring from one institution to another often means that more than four years is needed totally to complete the degree. While the advisors will work with you so you can graduate in a reasonable time, they will uphold academic standards as the primary criteria for advising.
Field Practicum Manual
Field Practicum Overview

Field Practice as the Major Integration Experience
Field Practicum Objectives
Criteria for Selection of Agencies
Criteria for Selection of Field Instructors
OVERVIEW

Field Practicum as the Major Integration Experience

The 450 hour field practicum is the culminating experience of the student’s undergraduate Social Work Education. Along with the seminar course the field practicum offers the opportunity to put one’s previous years of academic preparation and volunteer experience to work through the integration of theory and practice. In your final semester of undergraduate education, you will complete SWK 389 Field Work in Social Work I (6 credits), SWK 390 Field Work in Social Work II (6 credits) and SWK 391 Seminar in Social Work Methods (3 credits). Selecting a field practicum area of interest, identifying educational objectives and skill learning needs, and specifying an agency for that learning are very important professional decisions. You will use the BSW Field Education Director to assist you and to guide you throughout the selection process in the Preparation for Practicum course (SWK 388).

The practicum placement selection process begins when you have completed all required courses successfully (C or better). You will complete a Learning Needs Profile (see Appendix M) as the initial application process for placement. This procedure is spelled out in this manual.

The placement itself assures that you have practice experience as a generalist practitioner. Certain types of practice, such as working with individuals, families, or groups may vary in the degree with which you will be assigned practice tasks. The agency placement resources from which one may choose include a variety of fields such as: children and youth services, health care, mental health, drug and alcohol, corrections, domestic violence, residential youth care, public education and aging. Students will receive individual field instruction from a qualified professional at the agency.

In order to develop an effective practicum experience several separate but interrelated selection processes occur. The BSW Field Education Director has direct responsibility for finding and approving agencies for potential practicum agencies and for screening and approving identified field instructors at the agencies. These procedures are spelled out below.

Typically an agency, a student, a faculty or any combination could initiate an interest for a practicum partnership. Once the BSW Field Education Director is informed of an interest, he/she would contact the agency and/or field instructor to explore that interest. Then the agency and the field instructor are asked to complete the Agency Information Form and the Professional Profile for Field Instructors respectively (see Appendices O & N). These are forwarded to the BSW Field Education Director for review and approval. Once approval is received and both the student and field instructor have agreed upon the practicum, the Learning Contract for Field Practicum (see APPENDIX Q) is completed and signed.

NOTE: The BSW Field Education Director will have final approval concerning all field practicum placements. Field Practicum is offered in the Fall and Spring. This is not a summer option in our regular, main campus program.

Field Practicum Learning Objectives

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students’ identification with the purposes, values, and ethics of the profession; fosters the
integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

CSWE. (2001). *Handbook of Accreditation Standards and Procedures*

Consistent with the standards of CSWE, the BSW program at Shippensburg defines the Learning Objectives of Field practicum:

- to provide exposure to, and appreciation for, the working realities of practice
- to increase professional identity as a social worker
- to increase professional self-evaluation and practice evaluation
- to increase the ability to understand and to use professional supervision
- to increase commitment to professional self development
- to increase ability to integrate theory and practice

**Criteria for Selection of Agencies**

1. Placement settings need to be selected to provide students the opportunity to practice from the base of the generalist perspective that they have developed throughout their educational experience.

2. Field instructors need to be familiar with the program goals and objectives and how the curriculum implements these guiding principles.

3. Agencies need to be consistent with social work values and ethics concerning professional service delivery activities.

4. The field practicum must be viewed as an individualized integrative learning experience by all involved. Practice opportunities need to be provided to the student, by the agency, that are consistent with identified learning needs of the student, particularly as they relate to the program educational objectives.

5. Field practicum performance must be evaluated on the basis of criteria consistent with the generalist perspective definition of practice and particularly in relation to the stated program goals and objectives as implemented by the program. A student should not be evaluated solely on the ability to deliver a particular agency’s services.

6. The availability and activity level of the agency needs to insure to the student sufficient quality opportunities to allow for a minimum of 450 hours of practicum experience acknowledged by the program as related to program educational objectives.

7. The agency needs to ensure the provision of field instructor(s) in terms of availability to work consistently with the student for integration of program educational objectives. This is not an agency supervision function, but rather a teaching, mentoring function. The agency should allow field instructors time to attend the orientation, training seminars, curriculum development and integrative learning-supervisory conferences with students and faculty liaisons.
8. When a practicum is arranged with an agency in a field of service in which there are standard setting bodies, the agency should qualify for membership.

9. The policy setting body, administration, and staff of the agency should have respect for and support professional education as evidenced in the objectives and educational focus of the field practicum program. They should be willing to undertake individually and collectively the responsibilities of a teaching agency. This would include the provision of field instructors; authorized activities for students; provision of adequate work space, telephones, dictating facilities, supplies, transportation costs, practice space and an orientation process.

10. The agency should be prepared to accept the guiding principle that the placement of more than one student at a time may be highly desirable from an educational point of view. It provides a model for collegial learning and support for students.

11. The organization of the practicum setting must be such that its basic program can be maintained and developed without reliance on students. An exception may be made when it is necessary to create a setting in which students, on a planned and time limited basis, provide basic services not currently offered by an established social agency.

12. The agency must be willing to participate in a mutual evaluation process involving agency, student and Field Education Director to monitor the quality and effectiveness of the experience for the student as well as the compatibility of the experience with program educational objectives.

13. Selection of the agency can be initiated by the agency, the student, Field Education Director or any combination thereof. Completion of an Agency Information Form (See Appendix O) is required as the initial step in the selection and approval of an agency for a practicum. This is completed and sent to the Field Education Director for review.

14. The Field Education Director will review the Agency Information Form as well as talk with the agency representative to determine appropriateness and compatibility. It is the responsibility of the Field Education Director, in consultation with program faculty, to approve or not approve an agency for a practicum opportunity.

15. The agency has the prerogative to discontinue its participation for interim periods or completely. It also has the right to choose those students whose learning needs can be met with agency resources available. The agency can refuse to accept a student for practicum.

Field Practicum: Selection of Field Instructors

Criteria for the Selection of Field Instructors:

1. The availability of qualified field instruction is essential to practice integration. The field instructor’s approaches must be congruent with the generalist mission of the program and they must support and understand the concept of practice integration.

2. The field instructor may be chosen from the staff of the agency setting or may be allocated by the social work program.
3. The field instructor must have time available separate from the normal job function that allows for access to the student to focus with the student on the learning objectives for the practicum. A minimum of one hour conference per week for the student-instructor conference is required. Operational-duty supervision is understood to be part of the day to day activities of the instructor with the student. It is expected that an instructor could adjust time availability to the individualized learning needs of the student, within reason.

4. Assessment of the field instructor’s qualifications takes into account professional education, commitment to the values of the social work profession, competence in practice, interest and competence in teaching, and willingness to participate in training seminar given by the program.

5. The field instructor must have the recognition and the support of the agency and the program as a field instructor to assure the clarity of role and function in relation to the student’s learning.

6. If a field instructor does not have a BSW or MSW from a CSWE-Accredited program, the BSW Field Education Director considers the reasons that the applicant may be a good choice as a field instructor for the program. Reasons might include that the agency offers a unique professional experience or the field instructor is closely connected with our program (for example, advisory council members). When a field instructor does not have a BSW or MSW from a CSWE-accredited program, the BSW Field Education Director works to ensure that the student will still gain a social work perspective while working in the agency. There are two options:
   1. The field instructor and BSW Field Education Director identify a professional in the same or closely related agency who has a BSW or MSW and is willing to meet with the student at least one hour per week to provide social work supervision. This person is known as the “social work supervisor” and is included in planning learning activities and evaluating the student’s performance.
   2. The student attends an additional hour of supervision each week with a social work faculty member to integrate a social work perspective with their work in the agency.

7. The field instructor must be willing to complete a midterm and a final evaluation (see Appendix T) on the student and to involve the student directly in the evaluation process.

8. The field instructor is required to attend orientation sessions and training seminars given by the program to ensure their familiarity with the program mission, curriculum, and learning objectives for students.

9. The field instructor will complete a Professional Profile (see Appendix N) outlining their credentials and experiences. This will be forwarded to the Field Education Director for review and approval to make certain their qualifications are appropriate for social work practice integration.
Field Practicum
Application, Roles, &
Responsibilities

Procedures for Applying for Field Practicum
Roles and Responsibilities of Each Participant
Field Practicum: Selection of Field Instructors

**APPLICATION**

**Procedures for Applying for Field Practicum**

The ongoing Professional Development Review process, the use of educational objectives in each course, advising, and student learning and volunteer experiences are mechanisms that support the student’s preparation for field practicum. The BSW Field Education Director maintains a placement resource file for students to explore when interested. Also, the BSW Field Education Director is available for consultation and assistance at any point in the educational process of the students that they choose to consult.

The department offers the field practicum and seminar courses in the Spring and Fall semesters only. Seminar in Social Work Methods is taken concurrently with Field Work I and II for a total of 15 credit hours. Planning early for the placement is both wise and professional.

The following outline explains the steps and procedures necessary to gain a practicum placement:

**Step 1:** All required courses and other designated courses must be successfully completed with at least a C or better.

**Step 2:** Student must have a 2.5 GPA in order to be eligible for a practicum placement. Students may petition the department’s faculty for an exception.

**Step 3:** Students who are seeking to go into their practicum placement and do not have a 2.5 or above GPA must petition to the Social Work Faculty, in writing, for exception to this policy. Student must include justification for their requests.

**Step 4:** SWK 388 Preparation for Field Practicum must be successfully completed during the semester immediately prior to the semester in which the student is to do his or her field practicum. The Learning Needs Profile (see M), information about agency resources, practicum process, expectations, concerns, etc. will be provided in this course.

Preparation for Field Practicum class will also include the following steps:

**Step 5:** Students will arrange for individual appointment(s) with the Field Education Director to discuss their learning needs and what agencies exist to match with those needs. Students are encouraged to use the resource and expertise of the Field Education Director. From these appointments potential agency placements will be identified. The Director will provide the student with names and phone numbers for the student to arrange an initial interview with the agencies.

**Step 6:** The Director will forward copies of the student’s Learning Needs Profile to the relevant agency(ies) for their review, prior to any scheduled interview. A cover letter will accompany the profile, describing the dates for the practicum and the day for Seminar that semester.
Note: Students who are interested in completing their field practicum where they are employed will need to work closely with the Field Education Director to determine if this is feasible and advisable. The BSW Field Education Director will work with the student and agency to identify an appropriate field instructor who is not the student’s employment supervisor and who can provide a social work perspective. The field placement experience must offer new learning for the student so the activities that the student will be involved with are clearly spelled out in the Learning Contract (see Appendix Q). In addition to meeting to work out these details, the student completes a form that explains their roles as an employee and what their proposed roles as a field student are (Appendix Y).

Step 7: The student will arrange interview appointments with the respective agency to discuss learning needs and to discover what resources the agency(ies) have to offer. The main intention is to seek a match of learning needs and agency resources. The agency representative will determine agency willingness and ability to meet the learning needs. The Field Education Director will serve as a mediator between the student and the agency in the event of questions, obstacles or exceptions. Mutual agreement between the agency and the student is necessary for the placement to be confirmed by the Field Education Director.

Step 8: The student will report to the Field Education Director after the interview(s). If the agency is in agreement and the student is in agreement and the Field Education Director can additionally assure that the student’s needs can be met by that particular agency, the Field Education Director will confirm the placement with the agency and the student. The student should submit the Request for Approval of Field Practicum Agency form (Appendix X) to the Field Education Director.

Step 9: The Field Education Director will present the list of students and their respective placements, to the faculty for their review and preparation for either field instruction or liaison duties. If there are any serious concerns or doubts expressed by faculty based on knowledge of student and/or agency this would be discussed with the student and changes may be made.

Step 10: The Director will send a Learning Contract (see Appendix Q) to the agency as well as a letter confirming the placement providing relevant dates, times and any other expectations. The student is expected to also communicate with the agency of choice as well as any others they explored as potential choices to inform them of their choice. This is seen as a matter of professional courtesy.

Step 11: The Field Education Director will develop a master list of all placements designating field instructors, agencies, faculty liaisons, students with addresses and telephone numbers. This will be distributed to all concerned as well as kept on file.

Step 12: All students must obtain current child abuse and criminal record clearances during the Preparation for Practicum class. Instructions for completing the clearances can be found in the Appendices and field manual.
FIELD PRACTICUM ROLES AND RESPONSIBILITIES

Roles

BSW Field Education Director - the Shippensburg University Department of Social Work and Gerontology faculty member who is primarily responsible for the overall organization of BSW field placements. This role is held by one faculty member who is appointed by the Department Chair.

Student - a social work major student who has successfully completed all required prerequisite social work (C or better) and general education courses and is enrolled in the field practicum semester.

Agency Field Instructor - the social worker who has been approved by the department through the Field Education Director and has agreed to supervise a field practicum student placed within his/her agency for a designated semester.

Faculty Liaisons - the Shippensburg University Department of Social Work and Gerontology faculty members who serve as the link between specific students and agency placements during a given semester. The faculty members in these roles may change from semester to semester as designated by the Department Chair.

Responsibilities

In order for the field practicum objectives to be met and the process to be carried out, it is essential that the roles and responsibilities be clearly defined for those involved. The following lists clarify role expectations.

Expectations of the Field Education Director

- Maintain compliance with CSWE standards and quality of practicum experience.

- Screen, review and approve agencies for practicum placements according to established standards and criteria for agency selection.
  1. Receive and process agency requests for student placements.
  2. Explore new agencies to satisfy special learning needs of students and special program developments.
  3. Develop and maintain professional working relationships with agencies.
  4. Screen, review and approve the field instructors designated by the approved agencies.

- Mediate the students’ selection of an agency for practicum.
  1. Arrange a meeting for all prospective practicum students the semester prior to their actual practicum semester.
  2. Meet with each student as part of a group and individually during the semester to review expectations and to review the student’s learning needs.
  3. Help the student gain feedback from other faculty about their learning needs. The advising system and the structure of competency rating will be an important base for this.
4. Mediate the choice of the student by considering interests and assessed needs of the students and the resources of available agencies. Maintenance of agency information files for students’ use is part of this responsibility.
5. Direct student to agencies for interviews. If a choice is not approved, direct student to other agencies.
6. Act as mediator to resolve any initial concerns or questions between the agency and student.
7. Present the tentative placement assignments to the Faculty for consultation.
8. Assign faculty liaison to various agencies.
9. Confirm final arrangements between the student and the agency. Complete the Letters of Confirmation and Agreement with Agency.

- Administrative responsibility for structuring and organizing meetings and seminars for orientation and training of field instructors, and faculty liaison.
- Membership on the Social Work Program Advisory Council and subcommittee on field practicum.
- The Field Education Director will have quarter-time teaching reassignment to discharge these roles and responsibilities.

Expectations of the Student

- Participate responsibly in the selection of the field practicum site.
  1. Complete the Learning Needs Profile (See Appendix M) by the designated due date.
  2. Meet with the BSW Field Education Director to discuss the profile and choices of agencies.
  3. Make appointments with and visit agencies to determine feasibility and to clarify working agreements.
  4. Keep the Director informed about the process.
  5. Confirm final choice with Director and with agencies visited.

- Fulfill time requirements for the practicum.
  1. There are 15 weeks, for a total of 450 clock hours. The specific days and hours will be determined by the agency’s service structure and agreed upon by the program, agency and the student.
  2. The student will follow the agency calendar and is entitled to agency holidays. Any time lost due to illness or for other reasons must be made up. If additional hours are not put in during any week, a plan for compensatory time should be arranged. The student is to negotiate with the agency whether and when academic spring vacation will be taken.

- Arrange for transportation.
  1. Have a responsible plan for getting to agency site regularly and on time.
  2. Clarify if the use of own auto is needed for the field practicum. If needed, then adequate auto insurance is expected.
Comply with agency standards and requirements.
1. Honor the dress code.
2. Fulfill all commitments made and complete all assigned tasks.
3. Keep the agency informed of relevant events and transactions.
4. Show due respect to agency property, agency rules and regulations, agency staff and agency clients.
5. Obtain practice liability insurance and appropriate clearances.

Actively engage in the field practicum experience for advancing own learning.
1. Use the experience consciously to develop knowledge, values, and skills.
2. Make use of supervision and structured conferences.
3. Be responsible for developing initiative, independence, and responsibility. “Ask, do not always wait!”
4. Develop openness and sharing of feelings, opinions and ideas.
5. Develop critical professional self assessment and system assessment.
6. Develop a strong commitment to the quality of client service delivery.
7. Apply professional values and ethics as the code of conduct.
8. Develop abilities for practice integration.
9. Relate and share learning experiences from seminar and the practicum with the field instructor and faculty liaison.

Complete a midterm and the final evaluation instrument (see Appendix T) of individual learning and competency development with the field instructor and discuss this with the faculty liaison.

Fulfill requirements for SWK 391 Seminar in Social Work Methods
1. Attend the seminar sessions regularly and be on time.
2. Complete all assignments in a professional and timely manner.
3. Participate in seminar discussion by relating practicum experiences and knowledge contents.

Make an oral presentation at the end of the practicum semester to a group of faculty, students, agency representatives, family, friends and other invited guests. This is to provide feedback about the overall educational program as well as about the practicum and field experience learning.

Expectations of the Field Instructor

In many instances the most important learning tool available to the practicum student is the practicum field instructor. The field instructor has the multi-task of being a “teacher in the field,” a supervisor, a mentor, and a professional role model.

The following are the minimum tasks expected from the field instructors who have been approved by the Social Work and Gerontology Department and who have agreed to supervise a field practicum student placed within his or her agency for a designated semester:
Administrative Tasks
1. Complete the Professional Profile (See Appendix N) and forward it to the Field Education Director.
2. Interview each student and reach agreement with the Field Education Director regarding acceptance.
3. Attend the field instructors training.
4. Provide adequate space and physical facilities for student.
5. Develop a plan for student assignment, including:
   a) Structure a workload of reasonable volume and complexity with focus on the individual learning needs of student.
   b) Provide a variety of assignments that permit depth and breadth. Involvement with various methods, that respond to the identified learning needs of the student.
   c) Provide students with opportunities in practice as early as possible.
6. Negotiate with the student a mutually agreed upon learning contract regarding the student’s learning needs and the agency expectations (see Learning Contract in Appendix Q).
7. Structure a regular supervisory-learning conference time weekly, minimum of one hour, with a mutual agenda from both the field instructor and the student.
8. Include the student in ongoing operations of the agency, such as staff meetings, workshops, agency conferences, board meetings.

Orientation
1. Provide an orientation to the agency and the respective functions of its components.
2. Provide the student with opportunities to visit community resources which are used by the agency and the clients.
3. Provide the student with opportunities to attend training sessions and workshops available to the agency or others.
4. Recommend readings that are appropriate for the student and the particular agency.

Training and Instruction Tasks
The field instructor should provide the following for the student:
1. Agency information regarding purpose, function, policies and procedures
2. The student’s functions
3. Expectations regarding skill development
4. Methods of practice integration
5. Ways of using field instruction effectively
6. Strengthen professional values and ethics
7. Written midterm and final evaluations which include ongoing feedback on performance and learning
8. Coordination with the Social Work Program

Expectations of the Faculty Liaison

 Coordinate relationships among the program, field agency, and student.

 Meet with agency field instructors to coordinate program/agency efforts for practice integration for the student.
1. Provide field instructor with information on student’s learning performance and assess learning needs.
2. Review content of practicum manual.
3. Consult with field instructor in identifying individualized learning needs of student and any obstacles in meeting them.
4. Clarify and mediate between field instructor, student and/or program when there are indications of a student not meeting expectations.
   a. Meet with field instructor and student in conference to review and evaluate the learning agreement, goals, progress and problems. This will entail a minimum of two such planned visits - the first within the first two weeks and the second at mid term.
   b. Meet separately with the student as is necessary.
   c. Participate in and share in the responsibility for structuring and presenting the orientation and training seminars for field instructors.
   d. Arrange for student evaluation of the agency (see Appendix U) in which they did their practicum and return the evaluation to the BSW Field Education Director.
   e. Work closely with the BSW Field Education Director regarding use of field agencies and field instructors.

- Assist with faculty field instruction for those students who do not have field instructors with a BSW or MSW.

- Serve as a professional consultant to agencies when mutually agreed upon by University, faculty person and the agency.

- Provide evaluative feedback to the Director about the placements such as appropriateness of the agencies and field instructors, the need for orientation, or the need for training.
Field Practicum
Important Information

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FIELD PRACTICUM IMPORTANT INFORMATION

Resources Available to Students in Selecting Field Practicum Agencies

There are a variety of sources of information available to students as they go through the process of selection of a site for field practicum. These sources should be used in combination with discussion with your advisor and the Field Education Director. They include:

- **Field Practicum Agency Information Forms** - these documents provide data regarding the respective agency services and location. They can be accessed through the Field Education Director (see Appendix O).

- **Student Evaluations of Placement** - these are reports from previous students which reflect their opinions about the quality of the placements. These can be accessed through the Field Education Director.

- **Complete Listing of Placements** - the Field Education Director maintains a file of all approved agency placements which includes the above documents and any other information that may have been obtained about the placement including agency location and contact person(s).

Child Abuse History Clearances, Criminal Record Checks and FBI Background Checks

Students are required to obtain current child abuse history and criminal record checks when they are enrolled in SWK 388 Preparation for Practicum. The forms and instructions for completing these clearances will be provided in class and are available in the Appendices of the field manual. In addition, students can access the clearances at the following website: [http://www.dpw.state.pa.us/PartnersProviders/ChildWelfare/003671038.htm](http://www.dpw.state.pa.us/PartnersProviders/ChildWelfare/003671038.htm)

Some agencies require students to obtain FBI Background Checks. Students should ask at the interview if they are required and begin the process as soon as the placement is approved. The process begins at the following website: [https://www.pa.cogentid.com/index_dpw.htm](https://www.pa.cogentid.com/index_dpw.htm). Students should request clearances through the Department of Public Welfare (not the Department of Education) unless instructed otherwise by their agency. More information about this process can also be found in the Appendices.

Grievance and Appeal Rights of Students

If a student is dissatisfied with the placement they may indicate that to the field instructor and/or to the faculty liaison. Consideration will be given to their concerns and with appropriate justification, a new placement will be sought. This would be arranged by the Field Education Director who makes the final decision.

Upon the instance that a student disputes an evaluation by the field instructor and or the faculty liaison which then results in failure of the field practicum or removal from an agency, that student may request an appearance before the social work faculty which includes the Field Education Director and the department chair. The students are expected to present an opinion on
the matter and may also have someone present for additional representation or support. The student would have the right to appeal the decision of the committee to the Dean.

**Orientation and Training Seminars for Field Instructors**

It is expected and required that the field instructors attend orientation and training seminars presented by the program. The intent of these sessions is to inform and advise field instructors as to program mission and history, program objectives, educational outcomes, field practicum objectives, field practicum procedures, roles and responsibilities, rights and evaluation techniques. Additionally and significantly, these sessions provide a time for professional consultation and development as a field instructor both from faculty and from agency colleagues. Field instructors and faculty are encouraged to suggest ideas for and participate in, the training seminars.

**Child Welfare Education for Baccalaureates (CWEB)**

Child Welfare Education for Baccalaureates (CWEB) is a cooperative effort among the United States Administration for Children and Families, the Pennsylvania Department of Public Welfare and fourteen undergraduate social work degree programs. The goal of the program is to strengthen public child welfare in Pennsylvania by providing educational opportunities for undergraduate social work majors preparing for employment in one of Pennsylvania’s sixty-seven public child welfare agencies. Qualified persons may receive financial support in return for a contractual obligation to accept employment in a Pennsylvania public child welfare agency following their studies. For more information, see the CWEB protocol in the appendices.

**Seminar in Social Work Methods (SWK 391)**

For practice integration, the seminar is offered in conjunction with field practicum. The course allows for a review and an accounting of the educational outcomes both on a theoretical and experiential level. Students are encouraged to use the seminar to discuss their practice experiences in their placements and to evaluate those experiences using knowledge, values, skills and self based upon information. Field instructors are encouraged to have students take situations from the agency and use the seminar group as a thinking resource to serve in effect as consultants and colleagues.

The seminar is a three hour credit course. Papers are required and an agency-based research project is required. The seminar is team taught by the faculty serving as faculty liaison for that semester.

**Oral Presentations**

The Social Work & Gerontology Department developed a tradition of requiring BSW students to make a presentation about their educational process (see Appendix V). Faculty, agency representatives, students, and other interested persons are invited.

The objectives of the oral presentations are to:

- Formalize the ending process for the student as they are entering beginning practice.
• Celebrate the completion of a significant aspect of their professional educational experience.
• Provide feedback to the upcoming students concerning their professional development with encouragement for future growth.
• Provide feedback to agency personnel, faculty and upcoming students concerning the particular placement experiences.
• Provide role modeling for students still in the program, giving them some sense of the future.
• Provide faculty and agency personnel insight into various supervisory and practice activities provided to different students in various agencies.