



BSW Field Education Manual

2025 - 2026

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BSW Field Education Contacts

Social Work & Gerontology Department Chair and BSW Program Coordinator

Dr. Liz Fisher

Professor

Shippen 384A

(717) 477-1365

eafish@ship.edu

BSW Field Education Director

Prof. Laura Masgalas

Adjunct Instructor

Shippen 331

(717) 477-1266

lmMasgalas@ship.edu

GLOSSARY OF TERMS

Agency-Based Research Project: Each field student completes an evidence-based research project during the field semester. The faculty liaison helps guide the process and the field instructor helps the field student gain access to resources in the agency needed to complete the project.

BSW Evaluation of Competencies: The evaluation form that the field instructor uses to assess student performance at the midterm and end of the semester.

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.

Council of Social Work Education (CSWE): The accrediting body for social work programs. CSWE sets the educational standards and policies that guide what is in our curriculum, including field education requirements. Both the BSW program and MSW program are accredited by CSWE.

Educational Policies and Accreditation Standards (EPAS): These are the standards from CSWE that bachelor's and master's level social work programs must follow in order to maintain CSWE accreditation. They are designed to establish academic excellence and professional competence.

Faculty Liaisons: The Shippensburg University Department of Social Work and Gerontology faculty members who serve as the link between specific field 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.

Field Agency: The agency where the field student will complete the field experience.

Field Instructor: The agency staff representative who has been approved by the department through the Field Education Director and has agreed to supervise a field student placed within the agency for a designated semester and provide regular supervision meetings.

Field 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.

Generalist Practice: Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social wellbeing, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles

and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Learning Contract: A guideline that states the types of activities that the field student will complete during the field experience. The field student and field instructor work together to create the learning contract, which is reviewed by the faculty liaison.

Learning Needs Profile: Field students identify their progress in meeting the BSW program competencies and indicate what their learning needs are for the field experience. The learning needs profile is used to create the learning contract.

Senior Presentations: The event at the end of the semester when students present the results of their agency-based research projects and discuss their educational experiences in the program and field experience. Field instructors, agency representatives, friends, and family are encouraged to attend.

Student Evaluation of Field Placement: At the end of the field experience, students provide feedback that is used to help place future students.

SOWK 462 Seminar in Social Work Methods (3 credits): Builds on the field experience and must be taken concurrently with Field I-II to integrate the concepts and skills of the program for entry-level social work practice. Emphasis on the generalist approach covering the basic elements of assessment and intervention as applied to field learning. In conjunction with the field experience, integrates theory with practice across systems (i.e., individual, family, group organizations and community processes). Major research project required. *Prerequisites: Social work major and successful completion of all courses in the major with a C or better.*

SOWK 460 & 461 Field Work in Social Work I (6 credits) & II (6 credits): Majors in social work must take these concurrently with SOWK 462 for a total of 15 credit hours. Provides experience in social work practice in a community-based agency under supervision and instruction from agency staff. Involves providing agency services while further developing and enhancing social work practice skills by supplementing and reinforcing classroom learning. Practicum includes a minimum of 400 clock hours in placement. The program educational objectives are the evaluation criteria for successful completion of the field work. Students must have earned a C or better in all required social work courses before enrolling. *Prerequisites: Social work major and successful completion of all courses in the major.*

Task Supervisor: This is a person other than a field instructor who may provide day-to-day supervision for a student. The task supervisor may or may not meet the requirements for field instructors. When a task supervisor is included in a student's placement, the task supervisor and field instructor work together to monitor student progress. Both should provide input for the evaluations and sign them.

I. BACCALAUREATE SOCIAL WORK PROGRAM DESCRIPTION

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 interdisciplinary minor in gerontology. The Millersville & Shippensburg collaborative Master's in Social Work (MSW) Program began in the Fall of 2006 and is also a CSWE accredited program. This handbook provides information about field education within the BSW program.

A. BSW Program History, Mission and Goals

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).

In June 2018, we received word that the Council on Social Work Education granted our program full reaffirmation for eight years (the maximum they grant)! Since then, we have continued to assess and develop our BSW program so that it is current and relevant to the practice of social work and updated CSWE accreditation standards.

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.

There is a program option to complete the BSW program at a location based in Harrisburg. Students who are accepted into this cohort program follow all the program policies of our main campus program unless otherwise noted.

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 human rights; and (3) involvement and leadership in the practice community from the local to the global.

Definition of the Generalist Approach

Generalist practice is grounded in the liberal arts and the person-in environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Program Goals, Competencies, and Behaviors

The BSW program includes three broad goals. The first goal is educational in nature and includes 9 competencies that are integrated throughout the curriculum. These competencies have been formed on the basis of the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) of 2022. Each course in the major highlights those competencies that more closely relate to the course purpose. These competencies 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 competencies are practice behaviors that we expect students to achieve.

Goal 1:

To prepare students to use the generalist approach to become competent entry-level social work practitioners and/or to prepare students for graduate study in social work.

Competency 1—Demonstrate Ethical and Professional Behavior

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

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

Competency 4 –Engage in Practice-informed Research and Research-Informed Practice

Competency 5 –Engage in Policy Practice

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

Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities

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

Goal 2: Diversity Leadership

To provide leadership about diversity and human rights 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 trainings, research, and provide consultation on diversity and human rights issues.
2. Advocate for attention to diversity and human rights on key campus and regional projects.
3. Provide opportunities for students to participate in experiences that promote diversity and human rights.

Goal 3: Partnership

To collaborate with the practice community for mutual professional growth and development, with an emphasis on regional partnerships. Objectives for this goal are:

1. Conduct collaborative trainings research and or consultation as needed for surrounding agencies and communities.
2. Network with regional practice communities to create and sustain opportunities for student professional development and learning such as job shadowing, volunteer opportunities, special projects and field placements.

B. 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 2022¹ EPAS, p.5):

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Additionally, CSWE EPAS identify nine core competencies that are vital to preparing generalist social workers. These nine core competencies focus on knowledge, values and skills related to: professional identification, ethical principles, critical thinking, diversity, human rights and social and economic justice, research, human behavior in the social environment, policy, contexts that

¹ The Shippensburg University BSW Program is functioning under the 2022 CSWE EPAS: <http://www.cswe.org>.

shape practice and multi-level practice. All of these competencies are represented in the courses outlined in the BSW Student Handbook and further described in the university catalog.

Please see BSW Student Handbook for the Curriculum Planning Checklist, which is 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 placement during the senior year, no credit is given for practice experience.

II. FIELD EDUCATION OVERVIEW

A. Field Education Description & General Overview

The 400-hour field experience is the culminating experience of the student's undergraduate social work education. Along with the seminar course field education, it offers the opportunity to put the previous years of academic preparation and volunteer experience to work through the integration of theory and practice. In the final semester of undergraduate education, students complete SOWK 460 Field Work in Social Work I (6 credits), SOWK 461 Field Work in Social Work II (6 credits) and SOWK 462 Seminar in Social Work Methods (3 credits).

Selecting an area of interest, identifying educational needs, and specifying an agency are very important professional decisions. The BSW Field Education Director is available to assist students throughout the selection process in the Preparation for Practicum course (SOWK 388). This one-credit course is completed the semester prior to entering the field semester. Students must complete all required social work courses successfully (C or better) before beginning the field education semester. *CWEB students may take SOWK 388 earlier, depending on graduation timeline. Consult the BSW Field Education Director for information.

There are many options available for placements such as children and youth services, health care, mental/behavioral health, drug and alcohol services, corrections, domestic violence, residential youth care, education and aging. Students will receive individual field instruction from a qualified professional at the agency. Field instructors, faculty liaisons and students work together to create opportunities for micro, mezzo and macro practice experiences. In order to develop an effective field experience, several separate but interrelated selection processes occur. The BSW Field Education Director has direct responsibility for finding and approving agencies for potential field agencies and for screening and approving identified field instructors at the agencies.

Typically, an agency, student, faculty member, or any combination could initiate an interest for a field partnership. Once the BSW Field Education Director is informed of an interest, they contact the agency and/or field instructor to explore that interest. Then the potential agency representative and/or the potential field instructor complete the appropriate forms and submit them to the BSW Field Education Director for review and approval. Once approved and both the

student and field instructor have agreed upon the practicum, the student completes a Learning Needs Profile. The Learning Contract is completed by the field instructor and student during the initial weeks of the placement.

NOTE: The BSW Field Education Director will have final approval concerning all field placements. SOWK 460, 461, & 462 are offered in Fall and Spring semesters. There is not a summer option in our regular, main campus program.

B. Field Education Objectives

In social work, the signature pedagogy is field education.

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program. (CSWE 2022 Education Policy and Accreditation Standards, p. 12)

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

- 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

III. FIELD AGENCY SELECTION AND STUDENT PLACEMENT POLICIES

A. Criteria for Selection of Agencies

1. Placement settings need to be selected to provide students the opportunity to practice through in person contact 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 experience 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 competencies.
5. Field practicum performance must be evaluated based on criteria consistent with the generalist perspective definition of practice and particularly in relation to the CSWE competencies. 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 ensure to the student sufficient quality opportunities to allow for a minimum of 400 hours of practicum experience in the agency. Students may be given credit for attending the field retreat.
7. The agency ensures 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 and 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 field agency is 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 program. They should be willing to undertake individually and collectively the responsibilities of a teaching agency. This could include things such as the provision of field instructors; authorized activities for students; provision of adequate workspace, telephones, dictating facilities, supplies, transportation costs, practice space, and an orientation process.
10. The agency must be willing to participate in a mutual evaluation process involving agency, student, Field Instructor, Faculty Liaison, 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 competencies.
11. Identification of the agency can be initiated by the agency, the student, Field Education Director, or any combination thereof. Completion of the appropriate forms is required as the initial step in the selection and approval of an agency for field education.

12. The Field Education Director will review the agency information form and field instructor application 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 field opportunity.
13. Students and Field Instructors should meet each other before agreeing to a field education partnership.
14. 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.

B. 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 field education.
2. The field instructor may be chosen from the staff of the agency setting or may be allocated by the social work program. The field instructor should have a Bachelor's in Social Work (BSW or BA in Social Work) or an MSW from a CSWE-accredited social work program and have at least two years post-social work degree practice experience. (see #6 for exceptions). It is recommended that the field instructor has worked at the agency for at least six months.
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 field. 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 an agency representative is interested in working with students but does not have an undergraduate social work degree 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 supervisor for students. Reasons might include that the agency offers a unique professional experience, or the staff member is closely connected with our program (for example,

advisory council members). The staff member should complete a Field Instructor Information Form. The BSW Field Education Director must work to ensure that the student will still gain a social work perspective while working in the agency. There are two options:

1. The agency staff member and BSW Field Education Director identify a professional in the same or closely related agency who would serve as the Field Instructor. This person must meet Field Instructor qualifications, be willing to meet with the student at least one hour per week to provide social work supervision, participate in planning learning activities, and evaluate 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 on the student and to involve the student directly in the evaluation process.
 8. The field instructor is required to attend the Field Retreat at the start of the semester.
 9. The field instructor will complete a Field Instructor Information Form outlining their credentials and experiences. This will be forwarded to the BSW Field Education Director for review and approval to make certain their qualifications are appropriate for social work practice integration.

C. Procedures for Applying for Field Education

The ongoing Professional Development Review process, the use of competencies in each course, advising, and student learning and volunteer experiences are mechanisms that support the student's preparation for field education. 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 following outline explains the steps and procedures necessary to gain a field practicum placement:

- Step 1: All required courses and other designated courses must be successfully completed with at least a C or better.
- Step 2: SOWK 388 Preparation for Field Practicum must be successfully completed during the semester immediately prior to the semester in which the student is to complete the field semester. The Learning Needs Profile, information about agency resources, the placement process, expectations, concerns, etc. are provided in this course.

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

- Step 3: Students will arrange for individual appointment(s) with the BSW Field Education Director to discuss their learning needs and what agencies exist to match with those needs. Students are encouraged to use the resources and expertise of the Director. From these appointments potential agency placements will be identified. The Director will provide the student with contact information for the student to arrange an initial interview with the agencies.
- Step 4: The BSW Field Education Director will forward copies of the student's resume and cover letter to the relevant agency(ies) for their review prior to any scheduled interview. Additional materials are sent that provide more information about field education.
- Step 5: 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 Director.
- Step 6: The student will report to the BSW Field Education Director after the interview(s). If the agency and student are in agreement and the Director can additionally assure that the student's needs can be met by that particular agency, the Director will confirm the placement with the agency and the student. The student should submit the Field Approval Form in Experiential Learning Cloud (formerly Tevera).
- Step 7: The BSW 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 8: The field student should finalize the Learning Needs Profile, tailoring it to the opportunities available at the selected agency.
- Step 9: The BSW Field Education Director will send the Learning Needs Profile to the field instructor as well as a placement confirmation email 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 10: All students must obtain current child abuse, criminal record clearances, and liability insurance during the Preparation for Practicum class. Students will also complete the PA Mandated Reporter training course.

D. Roles and Expectations for Each Participant

Field education necessitates close cooperation among the agency, field instructor, school, and student. Please note that a field placement is not a guarantee for students. Every effort will be made but due to a great deal of issues that can arise, students may not be successful in acquiring a placement. Each has a share in the development of a learning contract, which establishes the parameters of these relationships. Each also plays a role in the ongoing assessment of the field education experience. In order for the field 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 BSW Field Education Director

- ❖ Maintain compliance with CSWE standards and quality of field education.
- ❖ Screen, review and approve agencies for 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.
 1. Meet with each student as part of a class and individually during the semester to review expectations and to review the student's learning needs.
 2. Help the student gain feedback from other faculty about their learning needs.
 3. Mediate the choice of the student by considering interests and needs of the students and the resources of available agencies. Maintenance of agency information files for students' use is part of this responsibility.
 4. Direct student to agencies for interviews. If a choice is not approved, direct student to other agencies.
 5. Act as mediator to resolve any initial concerns or questions between the agency and student.
 6. Present the tentative placement assignments to the faculty for consultation.
 7. Assign faculty liaison to various agencies.

8. Confirm final arrangements between the student and the agency.
- ❖ Administrative responsibility for structuring and organizing meetings and seminars for orientation and training of field instructors and faculty liaisons.
 - ❖ Membership on the Social Work Program Advisory Council.
 - ❖ Update and maintain Field Manual and related forms.
 - ❖ The BSW Field Education Director will have quarter-time teaching reassignment to discharge these roles and responsibilities which includes teaching SWK 388 (1 credit course).

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 the field 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. 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 social work degree.
- ❖ 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.

Expectations of the Field Instructor

In many instances the most important learning tool available to the field student is the field instructor. The BSW 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 BSW Field Education Director and who have agreed to supervise a field student placed within the agency for a designated semester:

- ❖ Administrative Tasks
 1. Register for an Experiential Learning Cloud (formerly Tevera) account and complete the Field Instructor Information Form in ELC.
 2. Interview each student and reach agreement with the BSW Field Education Director regarding acceptance.
 3. Attend the Field Retreat.
 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.
 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. Midterm and final evaluations in Experiential Learning Cloud which include ongoing feedback on performance and learning
 8. Coordination with the Social Work Program

Expectations of the Field Student

- ❖ Participate responsibly in the selection of the field site.
1. Prepare a resume and cover letter for each agency of interest.
 2. Complete the Learning Needs Profile by the designated due date.
 3. Meet with the BSW Field Education Director to discuss the profile and choices of agencies.
 4. Make appointments with and visit agencies to determine feasibility and to clarify working agreements.
 5. Keep the director informed about the process.
 6. Confirm final choice with director and with agencies visited.
- ❖ Fulfill time requirements for the practicum.
1. There are 15 weeks for a total of 400 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.
 3. In most cases, field hours should begin the first week of classes and end the last week of regular classes (this is the week before final exams). If it is acceptable to the field instructor, students may begin hours one week prior to the start of classes and/or end one week before the end of regular classes. Students should discuss these options with the field instructor and faculty liaison.
 4. Arrange for transportation.
 - a. Have a responsible plan for getting to agency site regularly and on time.

- b. Clarify if the use of own auto is needed for the field placement and maintain adequate auto insurance.
- ❖ 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 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 meeting agenda that discusses the progress toward the learning contract. This will be shared with the field instructor and discussed with the faculty liaison during the midterm agency visit.
- ❖ Provide feedback about the field experience by completing the Student Evaluation of Agency form in Experiential Learning Cloud (formerly Tevera) at the end of the semester.
- ❖ Fulfill requirements for SOWK 462 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 field experiences and knowledge contents.
 - 4. Make an oral presentation and a professional visual aid at the end of the field 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 and the field experience learning.

E. Developmental Concern Identification Process

If there are concerns about the student in field instruction, the Department's Developmental Concern Identification Process can be initiated by the Field Instructor, Faculty Liaison, or Field Education Director. See Social Work Student Handbook (online) or contact the Field Director for additional information.

This review will examine the details of the situation and determine suitable next steps, which may include removal from placement or the program. Decisions of the Developmental Concern Identification Process can be appealed in accordance with the procedures outlined in the BSW Student Handbook. The purpose of any such review is to protect a) the client/public; b) the student; c) the agency; and d) the program by ensuring student readiness and suitability for the field. Concern for the wellbeing of all constituents is the overarching principle of all reviews.

IV. ADDITIONAL INFORMATION FOR FIELD EDUCATION

A. Resources Available to Students in Selecting Field 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. These sources should be used in combination with discussion with your advisor and the field education director. They include:

- Agency Information Forms - these documents provide data regarding the respective field agency services and location. They can be accessed through Experiential Learning Cloud (formerly Tevera).
- Student Evaluations of Agency/Placement - these are reports from previous students that reflect their opinions about the quality of the placements. These can be accessed through the BSW Field Education Director.
- Complete Listing of Placements - all approved agency placements which include the above documents and any other information that may have been obtained about the placement including agency location and contact person(s) are available in Experiential Learning Cloud (formerly Tevera).

B. 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 SOWK 388 Preparation for Practicum. Students must complete the clearance submission sheet and submit it along with copies of their clearances to the office listed. The forms and instructions for completing these clearances will be provided in class and are available on the course D2L page.

Criminal Record Check: The request for a criminal record check can be accessed here:
<https://epatch.pa.gov/home>

Child Abuse History (ACT 151): The Child Abuse History Clearance instructions can be accessed here: <https://www.pa.gov/en/agencies/dhs/resources/keep-kids-safe/child-abuse-clearances/pa-child-abuse-history-clearance.html>

FBI Federal Criminal History (Fingerprinting): 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.identogo.com/locations/pennsylvania>. Students should request clearances through the Department of Human Services (not the Department of Education) unless instructed otherwise by their agency. Only students completing placements in a school setting should request clearances through the Department of Education. Please refer to the website for additional instructions on locating fingerprint sites and obtaining your results.

C. Professional Liability Insurance

Students must obtain professional liability insurance that will cover the time they are in the field placement. Detailed instructions will be provided in class and are available on the course D2L page. Liability insurance can be purchased through CPH Insurance: <https://cphins.com/student-social-work/> or American Professional Agency: <http://www.americanprofessional.com/covered-professions/student/>

D. 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. With appropriate justification, a new placement may be sought and will be arranged by the BSW 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 course 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.

E. 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 BSW Handbook.

F. Employment-Based Field Placements

An employment-based field placement could be an option available for students who would like to have a field placement at the agency where they are employed. To be eligible for this option:

- The agency must meet the same criteria set for non-employment-based field sites.
- The Field Instructor must meet all the requirements for being a BSW Field Instructor. Field Instructors and assignments within the agency must be approved by the BSW Field Education Director.
- The student submits a pre-screening form for an Employment-Based Field Placement to the BSW Field Director through Experiential Learning Cloud (formerly Tevera) the semester that the student is in Prep for Practicum (SOWK 388).
- The BSW Field Education Director will review the request with the faculty. After review of the pre-screening form, the BSW Field Education Director will notify the student if they are eligible to interview and apply for an internship at the agency.