

Bachelor of Social Work Field Education Manual



Pennsylvania Western University

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FIELD EDUCATION: Social Work's signature pedagogy

The Council on Social Work Education has identified field education as the signature pedagogy of social work. "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. 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" (Educational Policy and Accreditation Standards, 2015).

Through the field experience, students develop a deeper appreciation of the impact of such problems as addictions, delinquency, discrimination, inadequate housing, poverty, family disruption, trauma, abuse, physical and mental disabilities, and aging with individuals, families, and communities. Students internalize social work core values, ethics, principles, and standards, and have the opportunity to develop and master social work techniques and skills which prepare students for generalist practice through experience in observation, data collection and organization, planning intervention strategies, interviewing, reporting, and evaluating contacts in both written and oral form. Students also develop skills in planning appropriate use of time and carrying responsibilities for maintaining professionally appropriate relationships with clients, agency personnel, and personnel from other related agencies. Also, students develop increasing self-awareness and self-understanding, particularly in relation to the values and feelings they bring to agencies. This is essential for effective professional practice and should help the student to evaluate his/her commitment to the profession of social work.

Field Courses

Social Work students in the last semester of their senior year take 2 field courses. They must be taken concurrently.

SOWK 4800

This course provides a supervised placement of 450 hours in a practice setting under the supervision of a social worker. The application of theoretical knowledge and skills, along with demonstrated competencies in working with various client systems, is emphasized. **Credit Hours: 12**

SOWK 4900

This capstone seminar is paired with a supervised placement in a practice setting (SOWK 4800) under the supervision of a social worker. This seminar is focused on professional reflection and synthesis of prior coursework with praxis in a field setting. The application of theoretical knowledge and skills, along with demonstrated competencies in working with various client systems, is emphasized. Ethical professional practice is also emphasized. **Credit Hours: 3**

Structure of Field Education

The Council on Social Work Education (CSWE) has identified nine social work competencies that are essential to generalist social work practice. The Social Work Program at Penn West has structured its curriculum around these areas of competency, including the field learning plan and the evaluation of student performance in the field.

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

There are different models of delivering field education in accredited BSW Programs. We offer a block practicum placement in the last term (semester) of the senior year. Students are in practicum 4-5 days a week for a total of 450 hours over one term(semester). By the end of the practicum experience, our students know what it means to practice as a beginning-level generalist social worker on a day-to-day basis. This block placement allows our students to be in practicum 30 hours per week and participate in a seminar class for one academic term (semester). The block practicum allows students to have a realistic and continuous experiences, more closely approximating the true demands associated with professional social work. Our students thus enter practicum later (senior year), having successfully completed more core social work coursework. Students taking Field Practicum must be concurrently enrolled in Field Seminar, the integrative seminar through which they process their experiences in this field practicum placement.

Field Management System, Lumivero Experiential Learning Cloud (Formerly Tevera)

The BSW Field Education Program uses a comprehensive web-based field placement tracking system called Lumivero Experiential Learning Cloud (Formerly Tevera). This system allows BSW Students, Field Instructors, Faculty Liaisons, Task Supervisors, Affiliated Organizations, the BSW Field Coordinator, and related personnel to access shared information electronically. The Field Office will provide all users with information on creating their Lumivero Experiential Learning Cloud (Formerly Tevera) accounts.

All BSW Students are required to purchase Lumivero Experiential Learning Cloud (Formerly Tevera). You will be prompted to do so in one of your upper-level classes so you will have it and will be prepared to begin pre-field tasks the semester before your field placement. This will also give you time to start looking for a field placement at the end of your junior year or beginning of your senior year. When looking at sites, click on the site name, then details, then full profile to get the most updated information.

You will receive an email from the Field Office on how to set up your account. You must have your account registered by the first week of the semester before you go into field placement.

If you are purchasing Lumivero Experiential Learning Cloud (Formerly Tevera) with the use of financial aid, you must do so at the bookstore at the cost of \$286.75. (Please be mindful of the deadline to use financial aid at the bookstore). Try to register your account as soon as you get the code. The bookstore does not keep track of the codes they provide when you purchase Lumivero Experiential Learning Cloud (Formerly Tevera) so please DO NOT LOOSE THE CODE if you do not register your account right away. To purchase at the PennWest bookstore, please use this link: [Student Membership \(Access Code Card\): PennWest \(bkstr.com\)](#). If you are purchasing it yourself from Lumivero Experiential Learning Cloud (Formerly Tevera), it costs approximately \$223 and you can do so directly from the link sent to you by the field office.

Once you are a registered Lumivero Experiential Learning Cloud (Formerly Tevera) user, you will be able to log in and see several tabs on your home screen. You should begin by doing the tutorials under the Learning Space tab. There is also a BSW program Tab in the Learning Space. Here you will find all the information you need to successfully prepare for your placement. It is specific to the PennWest BSW Program. Once completed, you should move on to Site Placement tab. You must complete the 4 pre-application tasks there in order to being the next section where you enter your field information once a field placement is secured. All of this will be done by the end of the semester prior to you going into field. All forms that need sent to agencies, field instructors, and task supervisors (if applicable) need to be started by the student and then submitted to the appropriate person to complete and sign. Students should be sure to read the instructions accompanying each form.

The semester you are in the Field Practicum class, you will be assigned to a class in Lumivero Experiential Learning Cloud (Formerly Tevera). This is where you will see your Learning Plan, Timesheets, and other assignments.

Lumivero Experiential Learning Cloud (Formerly Tevera) works best using newer servers like Google Chrome or Microsoft Edge. Also be sure to log in on a computer, not a phone or tablet, to use it correctly. There is a “Help Button” feature on the top right corner of the home screen. Students are encouraged to use this to help problem solve. Any other questions should be directed to the BSW Field Coordinator.

Field Personnel Roles:

Collaboration among all participants must take place for successful completion of the practicum and related course work. The roles and responsibilities of each participant must be clearly defined and understood to accomplish the overall objectives of the educational process. A commitment to professional practice standards shall be reflected in the behaviors of students, Field Director, Field Instructors, the Field Coordinator and Faculty Liaisons as efforts are being made by all to achieve these professional/educational objectives. Students, Field Instructors, Faculty Liaisons, and the Field Coordinator are expected to be aware of, understand and implement through their actions the National Association of Social Worker’s Code of Ethics.

- The **Director of Field Education** provides leadership and oversight of Social Work Field Office to assure the overall quality of the field program. Overall quality includes meeting CSWE accreditation standards and adherence to all relevant university and departmental policies.
- The **BSW Field Coordinator** is the overall coordinator of undergraduate field education in the Social Work Program. They oversee arranging field placements and serve as the initial contact person for host settings. They also monitor the pre-field experience, which takes place during the term (semester) before you enter your field placement.
- The **Faculty Liaison** is the faculty member who is listed as the instructor for your Field Practicum (Internship). The faculty liaison is responsible for the grade you receive for the practicum.
- The **Field Instructor** is an employee at the host site who provides social work supervision, guidance, and professional socialization to interns. The field instructor meets with the faculty liaison during site visits (virtually) and completes the midterm and final evaluations of the intern. Field instructors must meet the requirements set forth by the CSWE.

- Some interns may also have a **Task Supervisor** at the internship site. Task supervisors are used when there is an employee other than the field instructor who has close day-to-day contact with the intern. A task supervisor should be included in site visits and involved in the midterm and final evaluations of the intern.
- The Department of **Social Work Field Education Committee** is open to all faculty in the department. The Field Director chairs this committee. Its required membership includes the BSW Program Director, BSW Field Coordinator and faculty liaisons. This committee reviews and recommends changes to the field education program and provides input on nontraditional field placements and student concerns.

Field Instruction:

Field education is implemented through field instruction at a social service site with a field supervisor in collaboration with the Social Work Field Office. Field instruction is designed to enable the student to have an opportunity for a supervised practice experience in the application of knowledge, values, and ethics and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely. Students apply the content of diversity, social and economic justice, populations at risk, human behavior in the social environment, social welfare policy and services, and research informed practice learned previously throughout the program's curriculum.

Agency Criteria and Responsibilities:

- The agency views participation in the education of Penn West BSW students as a worthwhile commitment and agrees to support the mission, goals, and objectives of the BSW program.
- The agency demonstrates competence in providing professional services and offers a climate conducive to undergraduate learning and professional development.
- The agency can offer learning experiences appropriate to undergraduate level social work field education.
- The agency is prepared to provide supervision of student assignments by a qualified staff member.

- The agency permits adequate time for the field instructor to implement the student's field practicum and provide educationally directed field instruction.
- The agency will provide an orientation to safety policies and procedures as well as provide ongoing reinforcement of safety in the field.
- The agency has adequate facilities and resources for the student to complete assigned tasks. Ideally, the agency will provide a workspace comparable to that provided for the staff.
- The agency views the student as both a learner and an active participant in the professional life of the agency.
- The agency has and conforms to policies regarding non-discrimination in service delivery and employment.
- Agencies or organizations interested in working with our students must be willing to provide our students with a range of experiences needed for beginning level generalist practice. They must provide opportunities for work with individuals, families/groups, and organizations/communities.
- Agencies must sign an affiliation agreement with the University.
- The agency will have the student participate in conferences, consultations, and staff meetings within the agency and the community whenever it is possible.
- The agency will provide insurance coverage for students who are expected to use personal vehicles for agency purposes. *University Policy: If the Field Placement Agency requires students to utilize their personal or agency vehicles as part of the duties being performed, the agency must indemnify and hold the University harmless, and indemnify any student required to utilize their personal vehicle as part of the field placement assignment (e.g. students who are required to transport clients). If a student is utilizing the agencies vehicle, the agency assumes full financial liability, loss, or damage responsibility while the student is performing agency duties. Proof of insurance/indemnification must be submitted to the field coordinator before any such transportation takes place. The agency is also responsible for verifying students have a valid driver's license and for checking their driver history.*

While the social work program recognizes an important part of the learning process occurs by doing the kind of work which is representative of the agency's professional practice, the intern is understood to be fulfilling a learning role rather than a work role. Several considerations arise out of the awareness of the difference between the role of the student intern and the role of agency employees. Of major importance in these considerations are those which relate to the

types of assignments selected for the student. In this regard, the following guidelines are offered:

- Assignments, both in type and number, shall be such that the student is able to give appropriate service and to learn as fully as possible from each experience. The assignments should offer an opportunity for progression in learning.
- The assignments should offer as broad a range of experience as possible within the agency, in conformity with the rate of each student's learning capacity, so that the student may gain understanding of the total agency program and its place in the social welfare service delivery system.
- While there will be variations in each student's field placement education, it is expected that each student should have an opportunity to develop practice skills, progressively, in at least the following areas: observation; interviewing; working on a one-to-one, family and small group basis with clients; planning intervention strategies and assuming the appropriate service roles (such as broker, advocate, care-giver, behavior changer, educator, facilitator, etc.); being involved in community coordination; completing necessary forms and paperwork; and recording appropriately. Where there is difficulty in planning such experiences within the context of current agency operations, the faculty liaison and other university contacts will be available to help work out plans to allow students to have these experiences.
- A crucial aspect of the student situation is the need for early involvement in direct service activity. Except for unusual circumstances, the student should have the opportunity for direct service contacts in a participatory, rather than an observation, role within the first month of their placement.

Field Instructor Criteria and Responsibilities:

Student success in field education is closely related to the quality of instruction and supervision at the host site. The Field Instructor:

- must have a BSW (and 4 years' experience) or MSW (and 2 years' experience) from a CSWE accredited program.
- has a commitment to the values and ethics of the social work profession.
- demonstrates competence in social work practice.
- has an interest in supporting student education.

- can be accessible to the student on a regular basis.
- *If a field site is identified as providing an excellent social work field experience and receives the field committee's approval, but does not have a BSW or MSW onsite, the student can find an approved field instructor within the community to serve as a Field Instructor. This ensures that the student receives the social work supervision required while in practicum. In this case, the agency must provide a **Task Supervisor** to oversee the student's daily activities and communicate with the Field Instructor and Faculty Liaison.*
- **Faculty of PennWest will not serve in dual roles within the social work program.** If a PennWest student is engaged as a field student at a business, agency, organization, consulting firm, or other LLC or LLP owned by a faculty member of PennWest, that same faculty member will not serve as the field instructor or as the task supervisor for that student. A qualified (per CSWE standards) 3rd party individual must serve as the field instructor.

Field Instructors and Task Supervisors (if applicable) will ensure the student:

- has an opportunity for a supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.
- deepens their appreciation of the impact of such problems as addiction, delinquency, discrimination, poor housing, poverty, family disruption, physical and mental disabilities and aging upon individuals, families, and communities.
- internalizes social work ethics, principles, and concepts.
- builds upon and refine techniques and skills, including observation; data collection and organization; planning intervention strategies; interviewing, reporting, and evaluating contacts in both written and oral form; planning appropriate use of their time; and carrying responsibilities for maintaining professional relationships with clients, agency personnel, and personnel from other related agencies.
- develops increasing self-awareness and self-understanding, particularly in relation to the values and feelings which they bring to social agencies. This is essential for effective professional practice and should help the student to evaluate their commitment to the profession of social work.

- understands the field agency and its place in the network of social welfare services in the community, including their operation, policies, contributions to maintenance and enhancement of social functioning, and forces within the community which affect their organization and operation.
- applies content on diversity, social and economic justice, populations-at-risk, human behavior in the social environment, social welfare policy and services, and research learned previously in the program.
- is introduced to the appropriate staff including the executive, if possible, shortly after arrival at the setting.
- receives individual supervision for a minimum of one hour per week. (Less than 13 hours of BSW/MSW field supervision each semester can negatively impact a student's grade.)
- is able to attend staff and board meetings whenever possible.
- is provided an orientation to the setting in which the student learns about:
 - The purpose, function, policies, and goals of the organization.
 - The source of funds
 - The clientele served
 - The geographic area covered
 - The specific activities carried out
 - The relation to the community and other agencies
 - The expectation of them as a student, agency representative and social worker
 - What can be expected from the supervisor in the way of guidance and support
 - Personnel regulations
- is given a workload that it is in harmony with the setting and the goals of the program. "Busywork" is not appropriate for the student. The job assigned should contribute to the agency and the student's learning process.
- is assigned a problem to handle as early as possible after placement which involves direct client contact.
- assignments grow in nature and complexity as the student learns and grows.
- clearly knows and understands the purpose of the job and appreciates the need for it being done.
- has the opportunity to observe other staff members at work in specific situations (such as interviewing) that will afford learning experiences and follow up of what has been learned.

- performance is evaluated constructively so that she/he/they may learn and grow from each experience using the mid term and final evaluations.
- Works with them and them and the Faculty Liaison to develop and implement the learning plan for instruction.
- contacts the Faculty Liaison as soon as possible when issues of concern arise.

Field Instructors are encouraged to attend orientations provided by the field office. They will also be invited to various other training opportunities.

If a Field Instructor is aware that they will be absent for a prolonged period of time while the student is in the agency, the Field Instructor must designate another Social Worker or an appropriate staff person to be the substitute Field Instructor. This substitute must meet department criteria, and the Field Coordinator and Faculty Liaison must be informed in advance.

Faculty Liaison Responsibilities

Faculty Liaisons carry the major responsibilities for agency-program contacts regarding the design, implementation, and evaluation of the practicum experience after placement has occurred. Faculty Liaisons work cooperatively with agencies and the Social Work Program to clarify educational and administrative expectations of the student, agency and program; to maintain consultative and evaluative communication with the agency and students through agency visits during placement; to facilitate and assist in the integration of classroom material and practice experience; to facilitate field experiences which reflect racial, ethnic and gender diversity; and to clarify and reinforce the educational role of the Field Instructor / Task Supervisor.

- Agency visits (virtual) by the Faculty Liaison include a monitoring and coordinating function designed to assure that social work learning opportunities are made available. These virtual visits will be documented by the faculty liaison in Lumivero Experiential Learning Cloud (Formerly Tevera) field software.
 - Faculty Liaisons are required to have at least 3 contacts with the field instructor/task supervisor during the semester long placement. 1 of these contacts must be in person (virtual). These are minimum standards of contact and Faculty, Student, or Agency can request more if needed.
- The Field Instructor and/or student may request additional visits at any time when a need is identified.

- Establish regular contact with the student's Field Instructor / Task Supervisor through telephone calls or electronic mail to obtain needed feedback on student progress and potential field education issues.
- Provide ongoing feedback to the student on his or her practicum progress and satisfactory or unsatisfactory completion of required related coursework.
- Determine the final field education grade.
- Ensure that the department's field files (including those in Lumivero Experiential Learning Cloud (Formerly Tevera)) include the agreed upon learning plan, the student's documented field hours and the mid-term and final field evaluations of student performance.
- Provide feedback regarding the agency setting and its potential for providing instructional experiences to the Social Work Program.
- Serve as the first point of contact in situations where problems occur in field learning.

Field Director Responsibilities

- Communicate with all faculty involved with students in field. Provide leadership in educational curriculum planning for the field education program in conjunction with appropriate faculty committees, including development and redevelopment of field education objectives at various program levels.
- Interpret field education policies and procedures to students, agencies, and faculty.
- Develop appropriate administrative and curricular supports for the field education such as timetables, a system for maintaining learning contracts, evaluations, affiliation agreements, etc.
- May serve as a consultant in solving problems within the field education program.
- Promulgate the purposes and needs of the field education component of the program as a representative to external constituencies.
- Chair the Department of Social Work Field Education Committee.

Field Coordinator Responsibilities

- Assess students' learning needs, refer, and assign students to field placements.
- Monitor the progress of student learning and agency effectiveness in providing field education.
- Manage all matters of student's status in the program including extending placement when necessary.
- Decide in collaboration with the Faculty Liaison, Field Instructor, and student whether a student may need a change of placement.
- Maintain a relationship with agencies by keeping them informed about policies, curriculum, and general program and administrative changes.
- Organize, coordinate, and confirm the assignment of students to placements considering the specialized services of the agency, the skills and knowledge of the field instructor and an assessment of student readiness for the social work role expectations of the placement
- Finalize practicum placement before the end of the semester prior to the start of the practicum
- Maintain Lumivero Experiential Learning Cloud (Formerly Tevera) Field Software.
- Review proposals for non-traditional placement settings and present them to the Social Work Field Education Committee for approval.
- Organize field education orientations and seminars for Field Instructors and students.
- Develop and maintain current database on students, affiliated agencies, and Field Instructors.
- The Field Coordinator will notify Faculty Liaisons of who cannot begin their placement as scheduled due to outstanding paperwork. It will be the student's responsibility to notify the placement agency and field instructor of any change in schedule or delay in starting.

Student Responsibilities

The student with the support of the Faculty Liaison and the Field Instructor has the major responsibility for their own learning and is expected to actively participate in the formulation and implementation of the field education experience. While in the field practicum the student is expected to maintain the same ethical standards and practices as the professional staff.

Student will:

- be responsible for reading the BSW Field Education Manual to make sure that they understand the social work practicum experience.
- share the course syllabus with their field instructor and task supervisor (if applicable).
- attend the orientation and meet individually with the Field Coordinator (if needed).
- remember that your interview at the agency is a two-way street. It is the responsibility of the agency representative to obtain information about you, but it is also your responsibility to gather information about the agency and about your prospective field instructor.
- make Field Instructor aware of any pertinent information that may affect the student's ability to learn.
- advocate for self in pursuit of learning.
- be responsible for the initial drafting of the learning plan and discussion with the Faculty Liaison so that it can be finalized for submission to the Faculty Liaison by the specified deadline date (see your syllabus).
- be required to adhere to the items agreed upon in the learning plan including required reports, etc.
- be required to participate in conferences with Faculty Liaison during the placement.
- will clarify with the agency any expectations related to transportation of clients and insurance coverage for these purposes.
- will respect client/agency confidentiality and abide by the NASW Code of Ethics.
- will engage in appropriate termination activities with clients and agency at any point practicum ends.

- will be responsible for making up any missed hours due to starting placement late for reasons including not submitting required agency documents and placement application, etc.
- take responsibility for a clear understanding between the agency, the student, and the program about the student's use of agency material in the classroom.
- take responsibility for becoming a part of the field education setting and participate responsibly as a beginning professional. Attendance at meetings and conferences in the agency and community are encouraged. The student should take advantage of appropriate opportunities to broaden the learning experience within the field education placement consistent with educational and service obligations.
- will be responsible for providing their own transportation to and from practicum.
- will document field hours accurately. If a student is using their employment as their placement, they cannot record a blanket 40 hours a week on their time reports. Students must document hours that reflect the tasks outlined in the learning plan.
- note that changes in the agency status can occur between the time an agency is confirmed and the beginning of the practicum during the next term (semester). Please stay in contact with your selected agency, Field Instructor and Field Coordinator to ensure that the site is still appropriate for the practicum.
- remember that once a placement decision is made it is extremely unlikely that a change will be made.

Use of supervision: The student is expected to prepare for and participate in regular conferences with the Field Instructor, focusing on the student's learning and application of social work concepts. To foster the integration of class and field, the student is expected to share with the field instructor course materials and syllabi in addition to appropriate classroom discussions and experiences. The student uses this professional relationship as a constructive tool in his/her total educational program.

In addition, Students understand the following:

- Students who receive a C - or lower in either one of their field classes (SOWK 4800 and SOWK 4900) will go through the professional review process outlined in the BSW Handbook to determine the student's readiness to retake the classes or discuss other options available to

them. SOWK 4800 and SOWK 4900 have to be taken together so if you receive a C- or below in either one, you will have to retake both.

- BSW placement settings must provide students with in-person contact opportunities. Students who request all remote or on-line placements understand that these placements will be reviewed on an individual basis for their appropriateness by the Field Committee for approval. Approval is not guaranteed, and students should have a back-up site available.
- If the field office helps the student to obtain several interviews and the student is not successful in securing a field placement, a professional development review may be done to determine the next steps for the student in the field process. Please see the BSW handbook for more information on the Professional Development Review process.
- All field hours are to be completed during the academic calendar when classes are in session. Students are not expected to do field hours over Spring and Fall breaks. We encourage students to take a break during these times as self-care is important in the Social Work Profession. There are exceptions when a student will need to do field hours during these times such as continuity of care with clients or to catch up on missed hours due to illness. Students cannot use this time to “bank” hours to complete field early and faculty are not always available during breaks. A student who wishes to do field hours over break must get their faculty liaison's approval. Faculty will use their discretion in granting this permission. If permission is granted but the faculty liaison is not available for a student over break, they will reach out to the field coordinator to make arrangements.
- Students are required to continue their regular hours in the field up to and including the last week of class, regardless of whether they complete their 450 hours earlier.
- Although every effort will be made to accommodate a student's preference the final placement decision rests with the Social Work Field Education Committee.
- Clearances, Physicals, Drug Tests, TB Tests, Vaccinations, liability insurance etc. Are based on agency requirements and timeframes and it is the student's responsibility to inquire about what is needed.
- Students are required to make a one-time purchase of Lumivero Experiential Learning Cloud (Formerly Tevera). This software is used for all paperwork, learning plans, timesheets, etc. and to evaluate student performance on the 9 CSWE competencies in all practice, policy and research and field education courses, and thus is critically important for program accreditation.

- If there is an unexpected change in agency staff that leaves a student without MSW / BSW supervision during the semester, the student is required to contact the Field Coordinator immediately. The Field Coordinator will assist the student in locating an interim field instructor. This may be in the form of faculty, alumni, or group supervision.
- Students are expected to contact the Field Coordinator if they have any questions or concerns about any of the above. All questions about field practicum should be directed to the Field Coordinator, not the University Internship Center.
- If a student is required to participate in training hours for their placement prior to the start of the semester, they must get approval from the Field Coordinator in order to count these hours towards their total hours for the semester. Approval is based on the student's completion of all required paperwork, identification of Field Instructor and Task Supervisor (if necessary), and completion of registration for the field class.
- Field seminar class hours do not count towards your placement hours. This is a separate class, and you receive 3 separate credits for this course and a separate grade.
- The student is reminded that per Pennsylvania Western University policy, the student cannot remain in the agency during a work stoppage (i.e. strike among any staff of the agency, lockout of the staff, etc.).
- Students should avoid interning at agencies where they are a client, have a relative or close friend who is a client, or have a family member or close friend employed there. This is in an effort to prevent any ethical dilemmas such as dual relationships, confidentiality, or conflicts of interest from coming up. This can negatively impact your internship and learning experience. We do understand that often in some rural areas these situations are unavoidable. It is important that the student talks with the field coordinator beforehand about this and discusses ways to avoid these ethical dilemmas.

Liability Insurance and Clearances

All students are encouraged to be covered by professional liability insurance prior to beginning practicum. Students are responsible for purchasing it if required by the agency. Generally, you will need the \$1-3 million coverage option but should confirm with the agency. Student members of NASW receive a discounted price for liability insurance. It can also be purchased at www.HPSO.com; <http://www.naswassurance.org/enroll-today/>; or <https://www.americanprofessional.com/covered-professions/student/> (prices vary).

Ask your field instructor at your interview whether you need to get your child abuse clearance, state criminal background check, and/or FBI criminal history report. **Be sure to verify which FBI clearance you need.** Some of the following procedures can take several weeks to complete. If you cannot meet the requirements of the background check, you will not be able to intern at an agency. Please discuss with the field coordinator any concerns you may have about this.

(The following information for clearances is for PA residents, if you reside outside of PA, please contact your agency on how to obtain required clearances.)

If required by the field site, instructions on how to request child abuse clearance:

- Go to the following website: <https://www.compass.state.pa.us/cwis/public/home> Click “create individual account”
- Follow the instructions to create a Keystone ID
- Login to your account
- Click “Create clearance application”
- Under “Application Purpose,” select “Individual 14 years of age or older who is applying for or holding a paid position as an employee with a program, activity or service...”
- Cost: \$13 (subject to change)

If required by the field site, instructions on how to request state criminal background check:

- Go to the following website: <https://epatch.state.pa.us/Home.jsp>
- Click “Submit a New Record Check.”
- Under “Reason for Request,” select “Other.”
- Cost: \$22 (subject to change)

If required by the field site, instructions on how to request FBI criminal history report:

- Go to the following website: <https://uenroll.identogo.com/>
- If you will be completing your placement in a school, ask them what code you need to enter to get the correct clearance.
- If you will be completing your placement in any other setting, enter the following Service Code: 1KG6ZJ (code for DHS Volunteer) This is generally the correct code but you should confirm with your agency.
- After you enter your personal information, schedule a fingerprinting appointment v Cost: \$21.85, due at appointment (subject to change)

Child Welfare Education for Baccalaureates (CWEB)

The Child Welfare Education for Baccalaureates (CWEB) program is a cooperative effort among the [United States Administration for Children and Families](#), the [Pennsylvania Department of Human Services](#), and twenty-two undergraduate social work degree programs in Pennsylvania accredited by the Council on Social Work Education. Its goal is to strengthen public child welfare services in Pennsylvania by providing educational opportunities for undergraduate social work majors preparing for employment in one of Pennsylvania's 67 public child welfare agencies.

Qualified persons who are full time social work majors in their senior year at any of the approved schools may receive an educational fellowship in return for a contractual obligation to accept employment in a Pennsylvania public child welfare agency immediately following their studies. The employment commitment is not waived or postponed for graduate study.

PennWest is an approved CWEB university. For more information, please ask the BSW Field Coordinator or go to the CWEB website: [PA CWEB Program](#). The University of Pittsburgh administers the program for the state of Pennsylvania.

Employment-based Placements and Paid Internships

All field placements follow the same criteria for approval as stipulated in the student field manual, including field placements in an organization in which the student is employed. In these employed-internship settings, student field assignments and employment tasks may be the same and counted toward field hours if the tasks have clear connections to the nine social work competencies and their related behaviors. Supervision with a qualified field instructor must be focused on the student learning plan and educational goals and kept separate from their employment supervision or performance review. Field placement applications, student field assignments, time tracking, supervision, and evaluations are documented and monitored in Lumivero Experiential Learning Cloud (Formerly Tevera). The Field Coordinator is responsible for reviewing and approving field placement applications. All field placements likewise follow the same process for addressing disruptions as described in policy below: Disruptions in Field Placement. Leaving a field agency that you are also employed at is considered a field disruption whether your leaving is voluntary or not.

Students are not guaranteed paid placements and need to be prepared to complete their practicum regardless of pay as field is a requirement to graduate with your BSW. Paid

placements vary from agency to agency and change depending on funding and opportunities at agencies so there is not a list of paid placements for BSW Students to refer to too.

Disruptions in Field Placement

Students are responsible for notifying the faculty liaison and field coordinator immediately if there is a disruption in their field education. Field disruptions include leaving an agency you are also employed by. This includes termination and leaving by choice. The student will collaborate with the faculty liaison and field coordinator to address this disruption. This is often done through the professional review process (outlined in the BSW handbook). At the time of the review, students will be provided with options on how to proceed. Students are not permitted to continue with their field placement until the disruption is addressed.

Securing a Field Placement

The semester before you are scheduled for field students begin the pre-field process. Field Placements should be finalized by the end of the semester before you go into field.

1. Students will be notified of Field Orientations. Orientations will be offered synchronously online for all students. The orientation will be posted in Lumivero Experiential Learning Cloud (Formerly Tevera) after for students to refer to.
2. Students will register their Lumivero Experiential Learning Cloud (Formerly Tevera) accounts and begin pre-application tasks.
3. The Field Coordinator reviews the application and identifies potential placement sites consistent with the student's interests and preferences when possible.
4. In person students will meet with the Field Coordinator via zoom (or in person if at California Campus) to discuss preferences for field and make recommendations for sites as needed.
5. Field Coordinator will connect students and agencies to facilitate the interview process.
6. Online students are ultimately responsible for identifying their own placement but can request assistance from the Field Coordinator at any time. Students can be provided options regional to university campuses. (See Appendix for Tips on Finding a Field Placement).

7. Once a student interviews and is accepted to a placement, the student is responsible for working with the agency to complete the Field Acceptance Form, the Field Instructor form and the Task Supervisor form (if applicable), in Lumivero Experiential Learning Cloud (Formerly Tevera). Students are required to start each of these forms and submit them electronically to be completed by agency and field instructor / task supervisor.
8. The Field Coordinator confirms placement and supervision qualifications.
9. The Field Coordinator initiates the Affiliation Agreement process.
10. The student confirms with the agency the on boarding process such as what clearances they need and in what time frame (this is different for every agency) and what pre-screening needs to be completed such as clearances, liability insurance, drug tests, physicals, TB tests, vaccinations, etc. (this also varies from agency to agency).

Important dates to be aware of:

If you are doing your field placement in the **Fall Semester**:

- **Lumivero Experiential Learning Cloud (Formerly Tevera)** must be registered by: First day of the Spring Semester prior to field placement semester
- Pre-Application Tasks must be completed by: **February 1st**
- Field Application Submitted by: **April 1st**
- Field Placement Verified and all Signatures by: **Week 14 of Spring semester**

If you are doing your field placement in the **Spring Semester**:

- **Lumivero Experiential Learning Cloud (Formerly Tevera)** must be registered by: First day of the fall semester before you go into placement
- Pre-Application Tasks must be completed by: **September 8th**
- Field Application Submitted by: **November 1st**
- Field Placement Verified and all Signatures by: **Week 14 of Fall semester**

Your placement does not begin until the first day of the semester.

Procedures for addressing Field Practicum Difficulties

The Student's Responsibilities

If difficulties arise in the field practicum, the student is advised to first consult with the agency field instructor. If the situation is not adequately resolved by consulting the agency field instructor or the student, in good faith, believes they cannot approach the field instructor, the faculty liaison should be contacted and informed of the difficulty. Students are to be encouraged by both the field instructor and the faculty liaison to use creative problem-solving skills to resolve issues that may arise in the field. Students should be familiar with the Professional Standards Review Policy in the BSW Handbook. This policy outlines professional standards of behavior and indicators of concern and applies to students both in classes and in the field.

The Agency, Field Instructor, Task Supervisor's Responsibilities

If at any time the student's performance is questionable, the agency field instructor is to inform the student and the Faculty Liaison. A meeting should be scheduled for the student, the Field Instructor, and the Faculty Liaison to discuss the concerns. If the Field Instructor feels that continuation of the practicum is not advisable, they should contact the assigned faculty liaison. When the removal of the student from the practicum placement is deemed necessary, a written statement should outline what has led to the decision and what steps were taken to ameliorate the concern. The statement should be forwarded to the Faculty Liaison and the Field Coordinator after a meeting with the student has taken place. The agency Field Instructor should feel free to contact the faculty liaison at any time, if there are any problems with the student in the agency.

The Faculty Liaison's Responsibilities

The Faculty Liaison should be the first contact for issues with the field placement. When issues arise, the Faculty Liaison should meet with the student and the Field Instructor to identify concerns and construct a plan of action. If the concerns are not able to be adequately addressed, the Faculty Liaison may determine, in consultation with the Field Coordinator, that the placement should be terminated. The faculty liaison will inform the student and the current agency Field Instructor of the decision to end the placement as soon as possible after the decision is made. After a terminated field placement, the student will go through the professional standards review process to determine the next steps.

The Field Coordinator's Responsibilities

The BSW Field Coordinator investigates more general concerns about field sites. When this occurs, the Field Coordinator may conclude that the concerns are invalid, work with the agency to correct deficiencies, or discontinue using the agency.

The Learning Plan

The learning plan is to be developed by the student and the agency Field Instructor (and task supervisor, if applicable) during the first few weeks of the field placement (see syllabus for exact date). The Faculty Liaison may provide input to the learning plan as well. It should be completed in consideration of the objectives of field placement; the mutual obligations of the agency, university, and student; and the intern's primary role as a student, not an agency employee. The completed learning plan must be submitted in Lumivero Experiential Learning Cloud (Formerly Tevera). The learning plan is to be signed by Student, the Task Supervisor (if applicable), the Field Instructor and then finally the Faculty Liaison.

The learning plan is designed to be a guide and is therefore open to modification. If major changes are made during the field placement, the plan should be revised in Lumivero Experiential Learning Cloud (Formerly Tevera). The learning plan is rooted in core competencies outlined by the Council on Social Work Education. The learning plan and evaluation are in alignment so that the student is assessed based on the core competencies. There are 5 parts of the Learning Plan:

- Educational Goal: An inclusive statement of what you intend to learn during or by the completion of the field experience. (THIS IS THE COMPETENCY ALREADY STATED IN THE PLAN.)
- Objective: An outcome(s) that describes what is to be done to meet the educational intent. Specific (THIS IS THE REQUIRED PRACTICE BEHAVIOR ALREADY STATED IN THE PLAN)
- Student Tasks /Activities to Demonstrate Behavior: A description of what you will do to determine the extent to which the educational intent was met. Specific actions or interventions required for meeting the objective. Process: (STUDENT DEVELOPS WITH FIELD INSTRUCTOR ASSISTANCE AND FACULTY LIAISON FEEDBACK) You should create agency specific activities for each practice behavior.
- System level: Individuals, Families, Groups, Communities and Organizations. Each system level must be addressed at least once in your learning plan.
- Measurement: How will you know the educational intent was accomplished? How will you demonstrate you are competent in these behaviors?
- Due Dates: Mid-Term, End of Term, Ongoing

Safety Assessment

Due in the first few weeks of the semester (see Syllabus), the safety assessment prompts the student to discuss safety concerns that may arise during placement in different settings. This discussion should happen with the on-site supervisor whether it be field instructor or task supervisor.

Reflective Journal Assignments

Reflection is essential to the continual professional development of social workers. Use these journal submissions and peer responses as an opportunity for:

- Relating relevant professional practice information as well as course content to your field setting
- Making connections to your Field Learning Plan
- Increasing efficacy and focus for supervision
- Providing self-reflection and insight regarding your role as a learner and social worker
- Assessing your own progress.

Reflective Journals are submitted in D2L Course Shell. See Syllabus for SOWK 4900 for more information.

Timesheets and Timesheet Reports

Students are to complete and submit documentation of their field hours in Lumivero Experiential Learning Cloud (Formerly Tevera). Timesheet Reports must be approved by the Field Instructor and Task Supervisor (if applicable) prior to submission to Faculty Liaison. Timesheet reports are submitted by running the report listed in your class in the assignments section. Although these are due at specific times, the student should be recording their hours at least weekly in their timesheet so their cumulative hours can be monitored. Students must document their weekly supervision time with their MSW / BSW field instructor under the label “BSW/MSW Supervision”. (Less than 13 hours of BSW/MSW field supervision each semester can negatively impact a student’s grade.)

The Student Evaluation Process

- The student’s performance in the field internship/practicum is evaluated twice over the block placement. The Field Instructor and Task Supervisor (if applicable) will complete

both a midterm and a final performance evaluation. The student's performance evaluation is based upon the completion of learning outcomes delineated in the student's learning plan. Since field placement is a learning experience for the student, the learning outcomes should be periodically reviewed with the student so that they are able to benefit from a constructive and collaborative performance evaluation.

- Evaluation of the student's performance in the placement agency by the Field Instructor and Task Supervisor (if applicable) is to be an ongoing process through which the student receives continual assessment of his or her performance. This should take place during weekly supervision hour.
- It is imperative that the Field Instructor or Task Supervisor notify the Faculty Liaison immediately if there is any indication that the student's performance is less than satisfactory at mid-semester.
- It is important to give accurate feedback. If a student's performance is unacceptable or clearly needs improvement in order to meet the basic standards of performance, it is important to reflect this in the evaluation.
- Grades cannot be assigned unless the Faculty Liaison receives a final evaluation signed by both the student and the Field Instructor and Task Supervisor (if applicable) by the due date in the syllabus. Submitting late evaluations could result in the student receiving an "incomplete" grade.
- Students are evaluated on each competency behavior using the following scale:
 - 4 = Excels: The student demonstrated mastery of this competency and fully integrates it into practice.
 - 3 = Above Expectations: The student is demonstrating confidence in integrating this into practice. Practice skills are above average and is applied consistently.
 - 2 = Meets Expectations: The student demonstrated this skill and is integrating it into practice.
 - 1 = Emerging Achievement: The student is beginning to recognize how this is applied but has to determinedly work on this area.
 - 0 = Unmet Achievement: The student has not yet achieved competency despite opportunities in this area.

Other Evaluations

Student Evaluation of the Field Instructor and Agency

The student will have an opportunity to evaluate the practicum experience in terms of learning opportunities, accessibility to the Field Instructor, adequacy of resources to support

engagement in the practicum site, and the overall quality of the field experience. This will be completed in Lumivero Experiential Learning Cloud (Formerly Tevera).

BSW Outcomes Assessment

Students will complete this competency-based learning assessment during the end of their practicum semester per our CSWE accreditation guidelines and standards.

BSW Implicit Environment Assessment

Students will complete the Implicit Environment Assessment during the end of their practicum semester. It consists of your learning experience and the program environment. This can include things like admissions, advising, student participation in governance, administrative structure, and resources. Each year, the Social Work Program assesses the Implicit Environment as part of our assessment requirements as an accredited CSWE program.

Field Instructor Evaluation of the Social Work Program

Field instructors will have the opportunity to evaluate the social work program and give feedback on curriculum as it pertains to current trends in the social work practice community.

Continuing with PennWest's MSW program

The PennWest MSW Program is an innovative, student-focused curriculum that embodies trauma informed principles, centers diversity and social justice, and models professionalism. Our Advanced Standing MSW Program is for individuals who have earned a BSW from a Council on Social Work Education (CSWE) accredited institution within the previous ten years are eligible to apply for the Advanced Standing MSW Program. Credits over ten years old earned at PennWest or elsewhere will not be accepted without a review by the appropriate department chairs and approval of the academic dean. The Advanced Standing MSW Program requires the completion of 33 credit hours. It also requires completion of concurrent field placements during which students complete a minimum of 600 hours of supervised practice. For more information or to apply please go to [Online Master of Social Work \(MSW\) \(pennwest.edu\)](https://www.pennwest.edu/online-master-of-social-work/msw) Students can transition directly from the BSW program to the MSW program. If doing so, please notify the field office of your application at socialworkfieldoffice@pennwest.edu. Please be mindful of deadlines posted in the MSW handbook (pennwest.edu/msw-handbook) for field placement applications.