

Bachelor of Social Work Student Handbook and Field Education Manual



**Pennsylvania Western University
College of Health Sciences and Human Services**

2025-2026

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Preface

The Bachelor of Social Work Student Handbook is designed to provide the information you will need to complete your Bachelor of Social Work (BSW) degree at Pennsylvania Western University (PennWest). PennWest offers three program options: 1. a face-to-face program at PennWest California; 2. a face-to-face program at PennWest Edinboro; and, 3. an asynchronous online program through PennWest Global Online. This BSW Handbook contains policies and procedures, which chart the course through all three BSW program options. Based on the six core social work values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence (see Appendix A), this information is provided to assist you in planning and assessing your progress in the major.

Some of these policies have been established by the University's curriculum approval process. Others, including the curriculum objectives and admission to BSW candidacy, were established by the social work program. Please note that procedures specific to field education (also referred to as practicum) are in a separate BSW Field Manual. There are also policies set by the Student Government Association (SGA) and by the Phi Alpha Honor Society. Finally, there are policies that are associated with advising and registration, which appear on the BSW Advising Sheet (see Appendix B).

Your social work advisor will be happy to assist you with any of these areas. However, it is your responsibility to learn and meet the requirements that are outlined in this handbook and in the University's undergraduate catalog.

Governance

As a program within a department of a Pennsylvania State System of Higher Education (PASSHE) university, our governance structure and many of our policies are covered by the Collective Bargaining Agreement (CBA) between the union representing faculty members, Association of Pennsylvania State College and University Faculties (APSCUF) and the PASSHE system Universities. Department faculty members elect their Department Chair following the guidelines in the CBA. Elections are normally held every three years. In the event that no chair is elected, an interim Department Chair may be appointed by the University's administration for six months.

Dr. Kimberly Hardner (located at PennWest Edinboro) is the current Chair of the Department of Social Work, Sociology, and Human Services. The BSW Program Director is appointed by the Dean of the College of Health Sciences and Human Services; Dr. Janice McCall is the current BSW Program Director (mccall@pennwest.edu).

The College of Health Science and Human Services and the Department of Social Work, Sociology, and Human Services regularly hold meetings in which policies and procedures for the Bachelor of Social Work program are developed, discussed and revised. Of particular importance to undergraduate social work majors are the BSW Program Committee meetings and Field Education Committee meetings. Curriculum planning and issues related to carrying

out the programs within the department are addressed in these meetings. Many policies and guidelines which affect students are developed and approved in these meetings. Social work majors may send a representative to these meetings to voice student concerns and report faculty actions back to the students. To ensure that student concerns are included on the meeting agenda, the representative should notify the BSW Program Director of their desire to speak at the BSW meeting at least three days before the meeting takes place.

The Department Secretary Ms. Carolyn Robinson (robinson_c@pennwest.edu) has the meeting schedule. It is the goal of our faculty to serve you and to assist you to become professional social workers. The social work faculty, their offices and phone numbers, are listed here: <https://www.pennwest.edu/about/directory/index.php?name=&department=&discipline=Social+Work&location=>.

Locating the Social Work Offices

Pennsylvania Western University at California
Building B, Room 300
California, PA 15419

Pennsylvania Western University at Edinboro
235 Scotland Rd. G46
Edinboro, PA 16444

Most department faculty offices are also located in these two buildings. The department's phone number is (724) 938-5910. To ensure that you receive information related to department activities and events, please check your campus email daily.

PART I

Undergraduate Social Work Program

The undergraduate social work program is detailed in the undergraduate catalog and in the BSW advising sheet. The program is accredited by the Council on Social Work Education (CSWE). Our undergraduate program was among the earliest of the accredited undergraduate programs in social work education. We have been accredited since 1976. This national accreditation is very important to you as a social work student. National accreditation is difficult to achieve and maintain and is a symbol of academic quality and rigor. This accreditation is also a major requirement for advanced standing status for our graduates in MSW programs in social work. Advanced standing status reduces the number of credits required for the MSW degree. In states that offer professional licenses at the baccalaureate level, graduation from a CSWE-accredited undergraduate social work program is a requirement for those applying to sit for the licensure exam. Pennsylvania passed title protection legislation in 2008. This law makes it illegal for anyone to have a job title as a social worker of any kind without having an accredited undergraduate or graduate social work degree.

BSW Program Mission Statement

PennWest's BSW program develops competent, ethical social workers who demonstrate respect for human diversity and are prepared to work in partnership with individuals, families, groups, organizations, and communities. Utilizing a person-in- environment approach along with a global perspective, our aim is to develop generalist social workers who will:

- practice according to the core social work values (service, social justice, competence, importance of human relationships, dignity and worth of persons, and integrity, as well as human rights and scientific inquiry)
- impact the well-being of community members and their environments at the local, regional, and global levels;
- enhance the profession's knowledge base through evidence-based practice and research;
- and, advocate for human rights while promoting social, racial, ethnic, economic, and environmental justice.

The BSW program at PennWest strives to achieve its mission by providing access to a high-quality, affordable education through flexible program options designed to meet the needs of diverse students throughout Pennsylvania, the United States, and at the global level. Students who graduate from PennWest's BSW program will be prepared to integrate generalist social work practice knowledge, values, and skills in a variety of practice areas and community settings (urban and rural).

This foundation level preparation is integrated with the University's core values, rights and responsibilities and with the core values and ethical standards of the profession and provides the foundation for graduate education. As a publicly funded university in western Pennsylvania, we are specifically committed to improving the quality of life in our surrounding region and in the broader global society through the development of professional leadership, service,

research and continuing education. We're excited to be able to expand this commitment to other areas of Pennsylvania and beyond with our new online BSW program.

Program Goals

The BSW program at PennWest has five goals. These goals provide direction for our curriculum and our research and service activities.

- *Goal 1:* Enhance the academic excellence and experience of our students.
- *Goal 2:* Operate using sound and efficient fiscal and governance practices.
- *Goal 3:* Create a transformative learning and working environment that promotes diversity through a culture of civility and inclusiveness.
- *Goal 4:* Serve in the areas where we live and learn through the Commonwealth, the region, the nation and the world.
- *Goal 5:* Continue to enhance the quality of student life.

These goals are interrelated with the program's mission and with the broader missions of the College of Health Science and Human Services and PennWest, and evolve naturally from the value base of the social work profession.

BSW Program Competencies

The Council on Social Work Education's 2022 Educational Policy and Accreditation Standards include 9 foundation-level competencies and a set of associated practice behaviors that all BSW students must demonstrate competency to enter the profession at the entry level. These competencies are consonant with our program's mission and goals as well as the University's mission of character and careers. Students will find that all of our coursework is designed to facilitate the development of these competencies and associated practice behaviors. Our outcomes assessment measures are designed to assess students' competencies in these areas:

Competency 1: Demonstrate Ethical and Professional Behavior

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

updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

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

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

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

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

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

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

including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

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

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

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

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

Competency 5: Engage in Policy Practice

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

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

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

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve

client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

Academic and Professional Advice

Our BSW program uses individual advising methods for academic and professional advice. This process begins when students first enroll as majors in the program. During the first week of their first semester, new students are required to attend a new student orientation, during which we discuss the profession, social work education, and the policies and procedures specific to our BSW program. Transfer students and students changing their major to social work are encouraged to meet with the BSW Program Director to discuss social work as a career choice and to plan their first semester of courses.

All social work majors are assigned to an academic advisor when they declare social work as their major. You can find your advisor using the Student Self-Service function on your PennWest student portal (my.pennwest.edu). Each advisor has an office phone number, voicemail, email and posted office hours. If you have difficulty scheduling an appointment with your advisor, contact the Department Secretary. The Department Secretary cannot offer academic advice. She can, however, get a message to your advisor, letting the advisor know that you are trying to reach him/her.

It is mandatory to attend an advising session with your assigned academic advisor prior to registration in order to register for the upcoming semester. It is the student's responsibility to come prepared for their advising session. Students should be prepared to have access to their

Degree Audit (print or electronic copy) and transcript. Degree Audits and transcripts can be accessed through your Student Self-Service function on the PennWest portal and Degree Works. These steps will ensure that you are able to register at your assigned time. You will typically work with the same academic advisor from the beginning to the end of your stay in the social work major. Any student who has a need to change advisors can request a change by contacting the BSW Program Director. Occasionally, it becomes necessary for the Department to assign students a new advisor due to retirement or other circumstances. If this happens, students will be informed of their new advisor.

Working with Your Advisor

You are encouraged to seek out your advisor to discuss your academic program, your career goals and other areas of interest or concern. You should get to know your advisor and ensure that your advisor knows you. Your advisor is often the person in the best position to write you a letter of support when applying for a graduate program or professional positions. Advisors post office hours on their doors and also leave them with the Department Secretary. Be sure to keep your advisor updated on your progress as a student and your professional interests. Bring relevant information with you when you meet.

On the academic side, your advisor is available to work with you to ensure that you are taking coursework in the required sequence. Your advisor can also help you to develop a plan to address academic difficulties. Making an appointment is very important. You may call or email to make an appointment. If you drop by in person or join Zoom office hours, you may be disappointed to find that your advisor is with another student. Faculty members have many responsibilities and are not always at their desks. If conditions prevent you from keeping the appointment or from being on-time for your appointment, be sure to inform your advisor. If an advisor is unable to keep an appointment, he/she will make every effort to contact you. Please check your campus email daily.

On the professional side, your advisor can be an important asset in your continued professional growth. All of our faculty were professional social workers before they became social work educators and many continue to be actively involved in social work practice. Many of our faculty maintain close ties to professionals in the community through their work outside the University and through professional networks. Our faculty are also part of a network of social work educators; educators frequently attend national conferences through which they meet and work with professors at universities and colleges across the country. When you are considering graduate-level education, consider speaking with your advisor about different programs and options. Because of the demands of the pre- registration and registration weeks, you are encouraged to make appointments for general academic concerns, career-related questions, and graduate-level education during less busy periods.

Staying in Touch, Staying Informed

Always inform the Registrar's office of a change of local address or telephone number by submitting a "Student Information Change" form. A current address and telephone number is important, especially when it is necessary to contact you in an official capacity to advise you of

course changes, cancellations of classes, questions affecting your academic status and important information from the Department. Personal email address changes are not recorded because the University expects that you will check your PennWest email regularly. Use of your PennWest email account is vital as many important announcements (including student funding opportunities) are sent through email and ONLY through email. Please check your PennWest email daily.

Social Work Curriculum & Requirements

All of the social work requirements appear on the BSW Advising Sheet (Appendix B) and course descriptions are in Appendix C. The eight-semester schedule of courses provides a recommended framework for completing this program of study in four years. To ensure that they are making satisfactory academic progress, students should consult with their faculty advisor, ensure that they complete prerequisites and required courses in sequence and complete a minimum of 15 credits each semester. A two-year plan is available for students entering with earned associates and/or with sufficient liberal arts credits. Copies of the BSW Advising Sheet and the General Education Menu are available in the social work offices and can also be found on the [PennWest BSW webpage](#). Please see the following pages for our required social work courses and recommended semester sequence.

Additionally, the faculty of the BSW Program are increasingly concerned about the issue of appropriate scholarly ethics, and a guideline for Scholarly Work can be found in Appendix E which constitutes a framework of minimum scholarly standards recognized in higher education whenever submitting a paper, discussion board post, or class project to the BSW Program.

Required Courses	Credits
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Pre-candidacy:

SOWK 1000 Introduction to Social Work	3
SOWK 1200 Diversity in a Changing World	3
SOWK 1500 Interviewing and Engaging (Gen Ed – Foundations)	3
SOWK 2500 Human Behavior and the Social Environment (HBSE) I: Life Course	3
SOWK 2900 Social Welfare History, Policy Analysis & Service Delivery	3

Candidacy:

SOWK 3000 HBSE II: Groups, Organizations and Communities	3
SOWK 3100 Social Work Practice with Individuals	3
SOWK 3200 Social Work Practice with Groups	3
SOWK 3250 Social Work Practice with Families	3
SOWK 3500 Policy Practice in Social Work	3
SOWK 4000 Social Work Practice with Organizations & Communities	3
SOWK 4100 Social Work Research Methods	3
Social Work Electives (choose 2 upper-level courses)	
Trauma Informed Social Work Practice	3
Child Welfare	3
Social Work in Mental Health	3
Seminar in Special Topics (topics rotate each semester)	3

FIELD WORK (final semester)

Student must attend orientation the semester prior to enrolling in Field Education.

SOWK 4800 Social Work Field Education	12
SOWK 4900 Social Work Field Education Seminar	3

Recommended Four-Year BSW Course Sequence

All courses are 3 credits unless noted.

Semester 1 (15 credits) • SOWK 1000 Intro to Social Work • GE Foundations (ENGL 1200) • GE Discovery (Social Science)- PSYC 1000 General Psychology • GE Discovery (Social Science)- SOCI 1000 Principles of Sociology • GE Discovery (Arts & Humanities)	Semester 2 (15 credits) • SOWK 1200 Diversity in a Changing World • GE Foundations (Quantitative Reasoning) • GE Discovery (Arts & Humanities) • GE Discovery (Natural Science & Technology) • GE Discovery (Social Science)
Semester 3 (15 credits) • GE Foundations (Oral Communication) SOWK 1500 Interviewing • SOWK 2500 HBSE I • GE Discovery (Arts & Humanities) • GE Discovery (Natural Science & Technology) • Free Elective	Semester 4 (15 credits) • SOWK 2900 Social Welfare History (Writing Intensive) *Apply for BSW Candidacy • SOWK 3100 SW Practice with Individuals • GE Discovery (Natural Science & Technology) • GE Foundations (Technological Literacy) • Free Elective
Semester 5 (15 credits) • SOWK 3000 HBSE II • SOWK 3250 SW Practice with Families • SOWK 3500 Policy Practice • GE Elective (any Foundations, Discovery, or Health/Wellness)- recommended: SOWK 3300 Let's Talk About Sex	Semester 6 (15 credits) • SOWK 3200 SW Practice with Groups • SOWK 4100 SW Research Methods • SOWK Elective • Free Elective • Free Elective
Semester 7 (15 credits) • SOWK 4000 SW Practice with Orgs & Comm (Writing Intensive) • Social Work Elective • Free Elective • Free Elective • Free Elective *Field Orientation, required	Semester 8 (15 credits) • SOWK 4800 Field Education (12 credits) • SOWK 4900 Field Education Seminar

Field Education

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.

Students must refer to the latter half of this document to access the full Field Education Manual.

Registration for Courses

It is mandatory for you as a social work major to meet with your advisor prior to registration for the next semester in order to have any advising hold lifted and to be able to register. It is your responsibility to come prepared for advising. Please bring copies or have electronic access to your most recent advising sheet and Degree Works Audit. These steps will ensure that you are able to register at your assigned time.

Before you meet with your advisor, always prepare a draft schedule of courses for the following semester. Use the recommended course sequence (Appendix B) general education menu, and the University’s posted schedule in choosing your courses.

Students must register using the online Student Self-Service feature on the PennWest portal (my.pennwest.edu). If you are unable to register for a social work (SOWK) course due to full capacity, please register for the Waitlist. If you are on the waitlist for a course, it is imperative that you check your email frequently. If a seat becomes available you will be notified by email; however, this is time-limited and if you do not register for the open seat that seat will be given to the next person on the waitlist. If you receive an error message when you try to register, please take a screenshot of the error message and follow the instructions. Note that the *social work faculty and staff cannot place you in a course; you must register yourself*. For assistance with non-social work courses that are full or if you have other scheduling questions, reach out to the instructor of the course or the Department Chair of the course you are trying to register.

Students are given the opportunity to drop and add courses during the “add/drop period” which extends through the first week of classes. After this time, there are financial penalties, and financial aid may be affected. Please refer to PASSHE and PennWest policies and procedures for details on penalties and the implications for financial aid.

Students can track their academic progress using DegreeWorks (available through the PennWest portal). Please keep a record of the courses you have successfully completed on your own copy of your BSW Advising Sheet (Appendix B).

PennWest Competencies and BSW Course Sequence

Competency	Course
Quantitative Application	SOWK 4100 Social Work Research Methods
Intercultural Fluency	SOWK 1200 Diversity in a Changing World
Ethical Reasoning	SOWK 3100 SW Practice with Individuals
Applied Methodologies	SOWK 4000 SW Practice with Organizations & Communities
Information Literacy	SOWK 4100 Social Work Research Methods
Intensive Writing (2 courses)	SOWK 2900 Social Welfare History, Policy Analysis... AND SOWK 4000 SW Practice with Orgs & Communities
Keystone Experience	SOWK 4800 Field Education

The BSW program also requires that BSW students earn at least a “C” in the following courses:

- ENGL 1200 English (Foundations requirement)
- PSYC 1000 General Psychology (required related course & Discoveries- Social Science)
- SOCI 1000 Principles of Sociology (required related course & Social Sciences)

Credit Load

In order for you to complete 120 credits in four academic years, or eight semesters, it is necessary to complete an average of 15 credits per semester. If you fall below this credit load for any given semester you will probably have to make up those hours during a summer session or by extending your stay at PennWest. You must take 12 credit hours per semester to be considered a full-time student. If you drop courses and fall below 12 credit hours, you may lose your financial aid unless it is based on your being a part-time student. A normal student load is 15-18 hours. If you desire to exceed this study load by taking 19-21 hours, you will have to fill out a “Student Credit Overload Authorization” form and have it approved by the Department Chair and the Dean. A strong academic record is the basis for approval.

Life/Work Experience Credit

No credit for life or work experience can be given for any social work course, including field education. There are no exceptions to this policy. This is a requirement that is mandated by CSWE, our accrediting body.

While we do not offer credit for life or work experience for social work courses, we recognize that in some cases, being required to take a course may involve repetition of prior learning and result in redundancy of effort. In situations in which students believe that they have already mastered the content being provided in a course (not social work courses), students may petition for undergraduate credit by competency examination. The petition can be found on the University’s website under “Registrar’s Forms” and is titled “Competency Exam Form”. Please note: 1. The student will contact the appropriate academic Department Chair to determine if an

exam is available for the course in question. If so, the student will complete the Competency Exam Form. 2. The student will discuss the competency exam with their academic advisor and secure approval on the form from their advisor and from the Department Chair offering the course. 3. The student will take the form to the Student Accounts Office to pay associated fees, with payment noted by that office on the form. 4. The student will take the form, with payment noted, to the academic department housing the course to schedule the examination. 5. The Department Chair, or designee, will administer the examination and indicate whether the student has successfully passed the exam on the Competency Exam Form. 6. The form is routed to the Academic Dean for approval and then to the Office of the Registrar for posting to the student's academic record.

Dual Majors, Minors, and Certificates

Students can choose to major in both social work and another major simultaneously. They are listed as having completed both majors on their university transcript. Completing two degrees or a degree and a minor or with additional Certification typically requires remaining in school longer. Many students find that adding to their degree is worth the effort because it broadens their academic background. Some pursue this option because they have a particular career goal. For example, a number of our social work majors also pursue an undergraduate degree or a minor in psychology, sociology, or criminal justice to name a few. We also offer a Trauma-informed Certificate.

Second Bachelor's Degree

Students who are interested in obtaining a second bachelor's degree are required to complete a minimum of 30 hours beyond the first degree and to meet all university, college and departmental requirements for the second degree. See the undergraduate catalog for details. If you are considering social work as a second bachelor's degree talk to an advisor. You may also want to consider going directly into a MSW program.

Applying for BSW Candidacy: REQUIRED

Being listed as a social work major requires that the student initially declare a major in social work or complete a change of major form. Admission to candidacy for the degree is a formal process which involves completing an online Microsoft Form (refer to Appendix D), participating in a required Candidacy Interview, and meeting all candidacy requirements. Courses required for social work candidacy include: ENGL 1200, SOCI 1000, PSYC 1000, SOWK 1000, SOWK 1200, SOWK 1500, SOWK 2500, and SOWK 2900. Social Work majors must pass these courses with a grade of a full C or better. Students applying for candidacy must have a total of 60 credit hours earned and/or in progress. Students typically apply for candidacy while taking SOWK 2900 Social Welfare History, Policy Analysis, and Service Delivery.

Candidacy is our required process to be formally Accepted into the BSW Major and to permit students to register for Upper-Level courses in continuation of their social work training.

After receipt of a completed application and following the completion of the interview, each applicant will be sent a letter via email from the BSW program director which will indicate whether the decision is to “Unconditionally Accept”, to “Conditionally Accept” or to “Reject” the application. Students who are accepted may continue to take the required sequence of upper-level courses. Students who have not completed the necessary coursework with a grade of a full C or better may be conditionally accepted and may continue as directed by the conditional acceptance letter for the time period specified. Conditional acceptances will be reviewed each semester to assess progress and, at that time, to accept, reject, or to continue the conditional acceptance with the new conditions identified. Students who do not satisfy the candidacy requirements and are rejected are not permitted to take upper-level (Candidacy) social work courses. These students are ineligible for the social work degree but may still use completed social work courses toward meeting requirements for a different bachelor’s degree. Conditional or Rejected Candidacy status will be reflected in the Notes section of each students’ Degree Works audit.

To maintain Candidacy status, a student must have a 2.0 average overall GPA, a 2.5 GPA in the major, and complete all social work courses with a full C or higher. Please note that a 2.5 in the major is required to graduate with a social work major. In order to graduate with a BSW, a student must earn a 2.0 overall GPA and a 2.5 GPA in all required social work courses at the time of graduation.

Applying for Graduation

Graduation is not automatic at PennWest. Early in your final undergraduate semester you must apply for graduation via your My.PennWest.edu Self-Service student portal. The deadlines for applying for graduation are posted as electronic announcements via the student portal and email and can also be found in the online academic calendar for each term. After filling out the application you will be notified of subsequent steps in the process of getting ready for graduation. Students who fail to comply with the application for graduation process might fail to graduate even though they have completed all of the academic requirements for the degree.

BSW Program Completion and Privileges

Students must complete all required social work courses with a full C or better. If a C- is earned, the course must be repeated with a grade of C or better to move forward. The University allows students to repeat a previously taken course up to three (3) times and a total maximum of six (6) course repeats. Earning a CSWE-accredited degree in social work from our program requires graduating with an overall GPA of at least 2.0 and a GPA in the social work major of at least 2.5. Students graduate with a Bachelor of Social Work (BSW). Privileges associated with this degree include: (1) eligibility for membership in the National Association of Social Workers (NASW); (2) eligibility to sit for the licensure exam in PA and other states that license undergraduate social workers; (3) eligibility for advanced standing consideration in graduate-level social work programs, contingent upon GPA.

Opportunities for Professional Growth & Development

National Association of Social Workers (NASW)

Undergraduate and graduate level social work students are eligible for membership in the National Association of Social Workers (NASW). This organization provides valuable educational, recreational, networking and advocacy experiences. Membership is associated with identification with the profession and includes subscriptions to a national journal and to national, state and division newsletters. Membership in NASW offers significant opportunities for leadership at the local, state and national levels, as well as provides discounts on educational events (such as conferences).

Social Work Campus-based Clubs

The Student Government Association (SGA) includes the Bachelor of Social Work Association (BSWA) at PennWest California and Helping Hands at PennWest Edinboro. These clubs are open to **all students** who have an interest in social work. These organizations provide avenues for the dissemination of information and for the exchange of communication of various issues in the social work field. Opportunities are available for students to become actively involved in areas that are representative of the profession and that are of concern to them. The organizations also provide leadership opportunities for students. Many of the organization's prior officers have been recognized by the Department and the undergraduate program for their leadership and have received awards from the Department. The clubs often sponsor forums, fundraisers, social events, attendance at professional social work meetings, as well as service and social action projects. Club meetings are held in person and via Zoom. Online students are encouraged to join. Club representatives are invited to join monthly social work program meetings to provide input in the development of implicit and explicit curriculum and program policies, and to voice student concerns.

Facebook Virtual Club

This group serves as an online Facebook community space for current students and alumni bachelor-level social work students at PennWest University (as well as alums from CalU, Edinboro, and Clarion). It serves as a platform for fostering connections among peers, sharing resources, and announcements of community events and issues. It is set as a private group.



**PennWest Bachelor in Social Work (BSW)
Students and Alumni (BSWA)**

We hope you'll join this space and post regularly for our online community. Please click on this Facebook link and use your primary email associated with your Facebook account:

<https://fb.me/g/2H86zOeax/vCxGCKgA>

You'll see our BSWA Group rules and membership questions. We have a team of four BSW moderators and two faculty members also serving to support this online space.

Honor Society

Phi Alpha National Honor Society seeks to recognize and promote scholastic achievement in the social work program.

Our chapter seeks to advance the profession of social work by recognizing service, leadership, and academic excellence. Membership criteria include: a 3.29 GPA overall and at least 30 total earned credits, including 9 social work credits. The general practice is to induct students during their last term as juniors or during their senior year. Inductions take place during the spring term. Once inducted membership continues indefinitely.

BSW Licensure in Pennsylvania

On October 22, 2014, Governor Corbett signed Act 179 into law, which allows for social workers holding a BSW from an accredited social work program to choose to pursue a social work license. You can find more information on social work licensure visit:

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/Social-Workers-Guide.aspx>.

Academic and Program Policies

Academic Integrity

Plagiarism is one form of academic dishonesty which carries severe penalties in higher education. Obvious forms of plagiarism are usually known by students such as copying another student's work or turning in someone else's work as your own. Other forms of plagiarism are less well known, such as taking ideas from classes or readings and putting them on paper without citation/references. Any idea, even paraphrased ideas which you use or borrow that are not common knowledge, must be given credit by showing the source with an appropriate citation or reference.

Critical thinking is a closely related issue when doing papers and reports. Stringing together quotations throughout a paper even with references demonstrates no thought of your own. It may simply demonstrate that you did some reading. It is important in social work to do more than just read. You must learn to think about and evaluate what you have read then demonstrate your critical thinking to the instructor. See Appendix E.

It is expected that all work submitted through courses is the student's original work, generated for the express purpose of completing the requirements of this course. All papers submitted in courses may be screened for originality using plagiarism detection software.

Students are to be aware that academic dishonesty is not tolerated in this course and should be familiar with the following definitions:

Cheating. The use of unauthorized materials, information, ideas, study aids, etc., in any academic exercise. May include, but is not limited to: copying answers from another student's exam; using notes, books, or other resources for an exam when not expressly permitted to do so; using electronic devices when not expressly permitted to do so; fraudulently obtaining or sharing an exam; submitting a term paper or other assignment written by someone else; plagiarizing the work of others; submitting the same term paper or other assignment to more than one instructor without obtaining prior permission to do so; or having someone else take an online course or online exam for you.

Plagiarism. The representation of the work of another as your own, without proper credit and/or citation. When an individual submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate and specific references, and if verbatim statements are included, through quotation marks or other accepted citation practices.

Additional violations of academic integrity may be found in [PennWest's Policy AC059: Academic Integrity](#), which also includes potential sanctions faced by the student for violations of the policy.

Attendance Policy

Please see your specific course syllabi in addition to this information: [PennWest University Class Attendance Policy \(AC013\)](#). Key elements of this policy include the following:

Students are expected to attend each class meeting in its entirety. Faculty members shall maintain a record of classroom attendance throughout the semester, and the student is responsible for verifying their attendance when arriving late to class and/or justifying early departure.

Class absences are excused for medical reasons documented by medical personnel, university activities approved by the appropriate vice president or designee, and/or for personal exigencies. University activities to be recognized as an excused absence include, but are not limited to: scheduled athletic competitions; academic competitions in which the student is a participant; military duties; auto accidents; death of an immediate family member; and medical emergencies. Verification of such absences may be required by the instructor, and the student is responsible for make-up work as required by the instructor. Students with excused absences are permitted to make up missed work and are responsible for all missed assignments without penalty.

Credits for Courses from Other Institutions

A student who wishes to take a course at another institution to satisfy a PennWest requirement may obtain advance approval from the Registrar's Office of Articulation and Transfer Evaluation. Social work classes from programs that are not accredited by the Council on Social Work Education (CSWE) are normally transferred in as electives. To receive transfer credit within the social work major the course needs to be completed at a college or university with a CSWE accredited BSW program.

It is your responsibility to ensure that the college where you have taken the course sends a transcript of your completed work **directly** to the Registrar's Office of Articulation and Transfer Evaluation for processing and posting on your academic record.

Approval of Transfer Credits

Credits transferred in from other institutions are evaluated in the Registrar's Office of Articulation and Transfer Evaluation. The BSW Program Director and Department Chair evaluates social work credits for students who change to the social work major at PennWest.

Social Work Transfer Credits:

1. As outlined in the CSWE Accreditation Standards, the BSW program at PennWest can only accept practice course transfer credits from other CSWE-accredited social work programs.
2. Candidacy level social work courses that were not taken through an accredited social work program are transferable as Social Work electives (two 3-credit courses required) OR Free Electives.
3. Social Work courses from CSWE accredited programs that are not comparable to our required courses are also transferable as electives, although every effort is made to match another accredited curriculum to ours.

General Education and Free Elective Transfer Credits:

The BSW Program at PennWest follows Pennsylvania's mandated program-to-program agreement approved by the Transfer and Articulation Oversight Committee and found in Article XX-C of the Public School Code of 1949 as well as the Board of Governor (BOG) Transfer Policy. These agreements ensure that a student who successfully completes an Associate of Arts (AA) or Associate of Science (AS) degree at an institution participating in the Commonwealth's statewide college credit transfer system can transfer the full degree into a parallel bachelor's degree program in social work at another participating college or university. Under these policies, qualifying students do not have to take any additional general education courses at PennWest, although they will still need to complete the requirements of the social work degree AND complete at least 120 credit hours in order to graduate.

The semester before you intend to transfer to PennWest's social work program, an official transcript of course work to- date should be submitted to the Office of

Articulation and Transfer Evaluation. Syllabi and other materials may be needed in order to assess social work courses.

Incomplete Grades and Course Withdrawal

Both incomplete grades, “I” and withdrawal grades, “W”, from specific courses require the instructor's approval and sound reasons based on difficulties beyond the student's control. (The automatic withdrawal period listed in each term's class schedule is an exception that does not require approval).

Below is an overview of [PennWest's ACA020: Incomplete Grade Policy](#):

As a general practice, students may only request an incomplete grade once three-quarters of the course has been completed. If the student must exit the course earlier in the semester, the student should consider a course withdrawal. An Incomplete grade is not intended to replace a medical withdrawal, or any regular withdrawal, and should not be assigned when a course withdrawal is more appropriate.

Incomplete grade(s) must be completed before the end of the next subsequent regular semester (i.e., Fall or Spring semester) of attendance. Faculty may lessen the amount of time allocated to resolve the Incomplete grade; in this case, the faculty member will inform the student, Academic Dean, and registrar of the new deadline.

Failure to complete the necessary work within the time limit will result in the “I” designator being automatically converted to a failing grade (F) for the course. The student may request an extension to the deadline, which must be approved by the faculty member/instructor, and the Department Chair or Academic Dean. The faculty member will determine the length of the extension.

Incomplete grades do not negatively impact the student's GPA; however, they also cannot be used to meet pre- requisites for other courses. Students may need to request permission to register for a subsequent course while an Incomplete grade is outstanding.

Dropping Out / Time Off

Students who have not been in attendance for two consecutive terms are considered inactive and must apply for readmission. See the undergraduate catalog for instructions. Social work students who were previously admitted for Candidacy **must reapply** for Candidacy (complete Readmission Candidacy Application and Readmission Candidacy Interview) prior to scheduling courses.

Drug Policy BSW and MSW Programs at PennWest

I. Intent

This policy outlines the expectations and regulations regarding drug use, including medical marijuana, for students in the Bachelor of Social Work (BSW) and Masters of Social Work (MSW) programs at Pennsylvania Western (PennWest) University.

II. Coverage

This policy applies to all students in the BSW and MSW programs at Pennsylvania Western University.

III. Body of Policy

This policy upholds [PennWest Policy FA049: Alcohol and Drugs](#). It provides further regulations for students when enrolled in field placement.

General Drug Use Policy:

Students are prohibited from using, possessing, distributing, or being under the influence of illegal drugs or alcohol while engaged in field placements, on institutional premises, or while representing their field placement or the social work program in any official capacity.

Medical Marijuana Policy:

Patients who reside in Pennsylvania can qualify for medical cannabis if they have a terminal illness or if they suffer from certain medical conditions. However, marijuana is still a prohibited substance federally under the Controlled Substances Act (CSA). PennWest University also abides by the federal Drug-Free Workplace Act and the Federal Drug-Free Schools and Communities Act Amendments, which require that "as a condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education or state/local educational agency must certify that it has adopted and implemented a program to prevent the unlawful manufacture, possession, use, or distribution of illicit drugs and alcohol by students.

Medical marijuana is not a reasonable accommodation under the ADA for students with disabilities, as marijuana is an illegal drug under the federal Controlled Substances Act, 21 U.S.C. § 812(c).

Drug Testing and Compliance:

1. Students may be required to undergo drug testing as a condition of their field placement and must comply with all institutional and site-specific drug testing policies.
2. Field placement sites have the authority to decline any student who does not pass their drug test. Field placement sites also have the authority to obtain any requested supporting documentation.
3. A positive drug test for unauthorized substances, including medical marijuana, may result in disciplinary action.
4. Any student refusing a required drug test or found violating this policy may be subject to removal from their field placement site and possible dismissal from the social work program.

Consequences of Policy Violation

Failure to comply with this policy may result in any – or any combination – of the following: removal from the field placement site, completion of a professional development review, or disciplinary action from the University. Egregious behavior may result in immediate program dismissal. If adjustments are made to a student's plan of study as a result of being in violation of this policy, the student may face financial implications or delayed graduation.

IV. Authority

All department faculty have had an opportunity to review and provide feedback to this policy. It shall remain in force until revised or replaced.

Grading Policy

The BSW program follows the [university's grading policy, AC019](#)



Policy AC019: Grading

Recommended for Approval by:

A handwritten signature in blue ink, likely belonging to Dr. Scott E. Miller.

Dr. Scott E. Miller, VP for Academic Affairs and Provost,
Pennsylvania Western University

Approved by:

A handwritten signature in black ink, likely belonging to Dr. Dale-Elizabeth Pehrsson.

Dr. Dale-Elizabeth Pehrsson, President,
Pennsylvania Western University

Effective Date: 07/01/2022

A. Intent

To define the grading scale and system for courses offered at Pennsylvania Western University.

B. Definition(s)

Not Applicable.

C. Policy

The University recognizes that faculty members have academic freedom in the classroom in discussing their disciplines.

Faculty are strongly encouraged to administer at least one graded assessment and report results to students before the end of the third week of the semester and are encouraged to administer a sufficient number and variety of evaluative measures throughout the semester to arrive at a just and accurate appraisal of student performance. Faculty shall provide students with timely feedback on the evaluation measures submitted, consistent with expectations expressed in the course syllabus.

Midterm grades are to be reported by the faculty in the fall and spring semester, whether courses are offered for the full length of the semester or during an accelerated time period (e.g., 7.5 weeks). Faculty are encouraged to provide midterm grades for all students, but grades earned as of midterm must be reported for undergraduate students earning grades of "C" or below, and graduate students earning grades "B" or below. Registered students who have ceased attending are to be assigned a grade as of the last date of attendance or best determined participation; in this case, last date of attendance is also to be reported.

If a faculty member has concerns regarding student performance, particularly prior to midterm, they are encouraged to contact the Center for Student Success and Outreach regarding those concerns through the PennWest student retention support software or other means.

In order to be compliant with necessary semester credit hour requirements, a final examination or other appropriate academic experience must take place during the scheduled time during Finals Week. Faculty shall submit final grades by the dates set by the registrar. All grades of "F" and "U" will require the last date of attendance to be recorded to remain in compliance with Federal Financial Aid regulations.

The grading system for undergraduate and graduate students is shown below. A faculty member in a given course may determine what level of performance constitutes a given letter grade value.

Undergraduate			Graduate	
Grade	Grade Points		Grade	Grade Points
A (Work of Exceptional Quality)	4.00		A (Excellent)	4.00
A-	3.67		A-	3.67
B+	3.33		B+	3.33
B (Superior or Meritorious Work)	3.00		B (Good)	3.00
B-	2.67		B-	2.67
C+	2.33		C+	2.33
C (Satisfactory work that indicates good quality in daily recitation, assignments and examinations)	2.00		C (Unsatisfactory)	2.00
C-	1.67		C-	1.67
D+	1.33			
D (Work that is below average or less than satisfactory)	1.00			
D-	0.67			
F (Failure; the course work is unsatisfactory and must be repeated to remove the resultant quality point deficiency)	0.00		F (Failing)	0.00
M = Military Withdrawal			M = Military Withdrawal	
I = Incomplete			I = Incomplete	
			IP = In Progress	
W = Withdrawal			W = Withdrawal	
AU = Audit			AU = Audit	
S = Satisfactory			S = Satisfactory	
U = Unsatisfactory			U = Unsatisfactory	
CR = Credit			CR = Credit	
NC = No Credit			NC = No Credit	
NR = Not Reported			NR = Not Reported	

TA = Transfer A		TA = Transfer A	
TB = Transfer B		TB = Transfer B	
TC = Transfer C		TC = Transfer C	
TD = Transfer D		TD = Transfer D	
TW= Transfer W		TW= Transfer W	

D. Procedure(s)

1. Each instructor shall explain their grading procedure at the start of the course and in the course syllabus.
2. Prior to midterm reporting, each instructor shall evaluate his/her students.
3. Each instructor will post a formal midterm grade for each of their students through the PennWest faculty portal by the date set by the registrar, per the midterm reporting requirements of this policy.
4. Each instructor will post a final grade for each of their students through the PennWest faculty portal by the date set by the registrar.

E. Related policies

Academic Standing – Graduate Students (AC007)

Academic Standing – Undergraduate Students (AC006)

Auditing a Course Policy (AC012)

Course Syllabus Policy (AC002)

Course Withdrawal Policy (AC046)

Earning Course Credit by Examination or Evaluation Policy (AC015)

Finals Week Policy (AC031)

Grade Appeal Policy (AC022)

Incomplete Grade Policy (AC020)

Repeating a Course Policy (AC032)

Satisfactory-Unsatisfactory Grade Policy (AC021)

Transfer Credit Policy (AC034)

University Withdrawal Policy (AC035)

F. Contact Information

For additional information, please contact the Office of the Registrar.

G. Policy Review Schedule

All policies will be reviewed every two years or on an as needed basis if a change in BOG, PASSHE or Pennsylvania law would create the need for an immediate change.

Program Policies for Professional Behavior, Academic Probation, Dismissal, Rejection, and Re-admission

Social work is a profession that demands academic rigor as well as professional behavior. The BSW program has policies and procedures to address both academic success and professional behavior. Students can be dismissed from the program for failing to perform well academically. Students may also be dismissed for unprofessional behavior (see Professional Development Form, Appendix F).

The undergraduate catalog contains the University's standards and policies for academic probation and academic dismissal. Conditions for academic probation, dismissal and re-admission are identified in the undergraduate catalog and are specified in the notification to the student. Students who have satisfied the conditions for re-entry may apply for readmission to the University. The appeal process regarding dismissal is also identified in the undergraduate catalog.

In addition to the University's policies, the social work admission/retention policy is that any social work major whose overall GPA falls below 2.0 or receives a grade below a full C in a social work class is automatically moved to "Conditional Candidacy" status. Students who re-enter with less than a 2.0 must bring their GPA up to a 2.0 before they can be accepted into "Candidacy" status and continue with advanced major courses. Students must have an overall GPA of 2.0 and a GPA of 2.5 in the major to graduate with a BSW degree.

Expectations for Professional Behavior

BSW students are expected to abide by the NASW Code of Ethics and to behave professionally. Failure to abide by the NASW Code of Ethics can lead to termination from the program. Specific types of behaviors that can lead to termination from our program include, but are not limited to:

- Verbal communication that is unconstructive and potentially damaging (e.g. disparaging, insulting, sexually suggestive, disrespectful and /or offensive)
- Non-verbal communication that is disrespectful and/or aggressive (e.g., hitting/fighting others, sexually suggestive gesturing, and/or making faces when others are speaking sleeping in class)
- Chronic absenteeism (A pattern of disrupting classes/field with late arrival for or early departure from classes/field.)
- Disrupting classes/field through the use of technology that is not required for coursework (e.g. texting, emailing, use of cell phones, surfing the web during class, taking or posting pictures of classmates, colleagues or faculty to social media)
- Inability to establish appropriate professional relationships.
- Lack of sensitivity and feeling for people.
- Difficulty disciplining one's own feelings/responses
- Preoccupation with one's own needs and feelings
- Limited ability to conceptualize and to apply theories and perspectives in practice

- Inability to engage, assess, plan and implement interventions, and evaluate interventions (including self-review under supervision)
- Persistent problem in viewing client systems objectively
- Behavior in supervisory relationships that indicates limited ability to involve self in the learning process and a high degree of defensiveness; frequent need for external cues and direction of learning
- Evidence of a lack of personal or academic integrity (to include cheating and plagiarism, purchasing papers, etc.)
- Substance use or impairment at the placement site that interferes with the ability to engage, assess, intervene in and/or evaluate client situations. Also includes use that interferes with the ability to interact appropriately with agency staff and/or the ability to seek, accept or adhere to guidance provided by field supervisors and field faculty.

Professional Development Form and Corrective Planning

Students must demonstrate that they possess the potential to have the demeanor necessary to be a competent social worker. Toward this end, students in the social work program are expected to use the NASW Code of Ethics as a guide for their course-related behavior and to practice professional behavior skills at all times while in the academic environment. Social work faculty are charged with professional responsibility to help future social workers meet the comportment and demeanor requirements of the profession. Students complete a self-evaluation using the Professional Development Form in SOWK 1000 Introduction to Social Work and are also encouraged to review the Professional Development Form in preparation for their Candidacy Interview.

If a faculty member observes an academic concern or a concern related to professional behavior, the faculty member will complete a Professional Development Form (see Appendix F). If a Field Instructor observes concern related to professional behavior that needs to be addressed, the Field Instructor will notify the Faculty Field Liaison who will complete the Professional Development Form.

When a Professional Development Form is initiated by either the faculty member or Faculty Field Liaison (on behalf of the Field Instructor), the following steps will be taken:

1. The Professional Development Form will be completed by the faculty member(s) and the faculty member initiating the form will contact the student to set up a meeting.
2. At the meeting, the Professional Development Form will be reviewed.
3. The student will have an opportunity to respond to any concerns and will be given up to 5 business days to respond in writing to the concerns by completing the "Student response" on the final page of the Professional Development Form and returning it to the faculty member who initiated the meeting.
4. The student and the faculty member(s) will work together to develop a Corrective Action Plan to address the concerns outlined in the Professional Development Form. The Corrective Action Plan will be documented on the Professional Development Form and a copy will be shared with the student and the student's academic advisor.

Additionally, a copy of the Corrective Action Plan will be placed in the student's electronic record.

5. If the student does not agree with the recommendations for the Corrective Academic Plan, the student must appeal process as outlined below.
6. If the student does not agree when the recommendation for the Corrective Action Plan is "Dismissal from the BSW Program", the student must follow the appeal process as outlined below.

Appeals and Grievances

Students have the right to appeal any decision made by the faculty or to file a grievance with reasonable cause. All appeals begin with the faculty member involved, then move to the Department Chair, to the Dean of the College, and then to the Vice President for Academic Affairs Provost, where a hearing may be held. The relevant policies for appealing are set forth in the undergraduate catalog.

Appeal Process re: Grade(s)

The Social Work program follows the policy of Pennsylvania Western University's administration on grade appeals as outlined in the undergraduate catalog [Grade Appeal Policy \(PW Policy AC022\)](#).

1. Students wishing to appeal a final grade must initiate the appeal within thirty (30) calendar days after the beginning of the semester following the issuance of the grade. Summer shall not constitute a semester for purposes of calculating the appeal period for grades issued in the Spring semester; Winter session shall not constitute a semester for purposes of calculating the appeal period for grades issued in the Fall semester.
2. The student must first submit a written grade appeal, stating the grounds for appeal, to the faculty member who issued the grade, with a copy to their Department Chair. The student is also encouraged to meet with the faculty member to attempt to resolve the grade dispute. If the appeal is resolved, the faculty member will notify the registrar of the grade change, with a copy to the Department Chair.
3. If the instructor is on leave or no longer employed by the university, the student should appeal directly to the Department Chair, who shall make a reasonable attempt to contact the instructor for resolution or response to the appeal. If the instructor cannot be contacted, the student may proceed through the appeal process with the Department Chair serving to represent the instructor in the appeal to the best of their ability. The Department Chair may also appoint an alternate faculty member (preferably from the same discipline as the original instructor) to represent the interests of the instructor in the appeal process.
4. If the student's appeal is not resolved with the faculty member, then the student may appeal in writing, stating the grounds for appeal, to the faculty member's Department Chair. Again, the grounds for appeal are limited to the two stated in this policy. Such an appeal must be submitted within 15 days of receipt of the negative appeal decision by the faculty member. The student is encouraged to meet with the

Department Chair regarding the appeal. If the faculty member is also the chairperson, this level of appeal would go directly to the Academic Dean.

5. The Chair shall notify in writing the student and faculty member of their findings regarding the appeal and the decision within 15 calendar days of their receipt of the appeal from the student.
 - a. If the decision is in favor of the faculty member, the student would be advised of other appeal options within this policy.
 - b. If the decision is in favor of the student, the Department Chair will appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and assessment results from the faculty member to determine a grade for the student. The committee may request grading examples from the instructor associated with other students in the same course section, as needed and if available. This reassessment must be completed by the committee within 21 days of committee formation by the Department Chair. Consistent with the established grade change process, once the committee has determined the grade, the committee will submit the grade to the Department Chair, who shall forward the grade to the Academic Dean to submit to the registrar as a grade change. The Department Chair will provide notification to the faculty member and student. The student does not have grade appeal rights to the decision of this committee, and this would constitute the end of the appeal process.
6. If an accord is not reached through the Chair, the student may then appeal in writing, stating the grounds for appeal, to the Academic Dean, who may appoint a designee to handle the appeal. Again, the grounds for appeal are limited to the two stated in this policy. Such an appeal must be in writing and must be filed with the Dean within 15 calendar days from the date of the final written determination of the Department Chair. The Academic Dean may solicit input from the faculty member and Department Chair regarding their decisions in evaluating the student appeal.
 - a. If the decision is in favor of the faculty member, the student would be advised of the limited, final appeal option within this policy.
 - b. If the decision is in favor of the student, the Academic Dean will appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and assessment results from the faculty member to determine a grade for the student. The committee may request grading examples from the instructor associated with other students in the same course section, as needed and if available. This reassessment must be completed by the committee within 21 days of committee formation by the Academic Dean. Consistent with the established grade change process, once the committee has determined the grade, the committee will submit the grade to the Department Chair, who shall forward the grade to the Academic Dean to submit to the registrar as a grade change. The Department Chair will provide notification to the faculty member and student. The student

does not have grade appeal rights to the decision of this committee, and this would constitute the end of the appeal process.

7. The final source of appeal is the Provost, who may appoint a designee to handle the appeal. This final step may only be taken in one of the following circumstances: (1) there was an error in procedure or interpretation of this policy that was so substantial as to effectively deny the student a fair hearing; or (2) new and significant evidence, which could not have been presented by diligent preparation at the prior levels of appeal, has become available. If such an appeal is granted, it must be submitted in writing and filed with the provost within 15 calendar days from the date of the final written determination of the Academic Dean. The Provost may solicit input from the faculty member, Department Chair, and Academic Dean regarding their decisions in evaluating the student appeal.
 - a. If the decision is in favor of the faculty member, the student would be advised of the decision and that there are no further appeals available.
 - b. If the decision is in favor of the student, the provost will instruct the Academic Dean to appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and assessment results from the faculty member to determine a grade for the student. The committee may request grading examples from the instructor associated with other students in the same course section, as needed and if available. This reassessment must be completed by the committee within 21 days of committee formation by the Academic Dean. Consistent with the established grade change process, once the committee has determined the grade, the committee will submit the grade to the Department Chair, who shall forward the grade to the Academic Dean to submit to the registrar as a grade change. The Department Chair will provide notification to the faculty member, student, and provost. The student does not have grade appeal rights to the decision of this committee, and this would constitute the end of the appeal process.

Appeal Process re: Professional Development Form 'Corrective Action Plan'

Students have the right to appeal the Professional Development Form 'Corrective Action Plan' by using the appeal process outlined below:

1. Students wishing to appeal a Professional Development Form Corrective Action Plan from the BSW program must initiate the appeal within thirty (30) calendar days following the issuance of the Corrective Action Plan by a faculty member.
2. The student must appeal in writing, stating the grounds for appeal of the Corrective Action Plan, to the Department Chair. The student is encouraged to meet with the Department Chair regarding the appeal. If the Department Chair initiated the Professional Development Form, this level of appeal would go directly to the Academic Dean.

3. The Chair shall notify in writing the student and faculty member of their findings regarding the appeal and the decision within 15 calendar days of their receipt of the appeal from the student.
4. If the decision is in favor of the faculty member, the student would be advised of other appeal options within this policy.
 - a. If the decision is in favor of the student, the Department Chair will appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and evidence from the faculty member(s) who developed the Corrective Action Plan. This reassessment must be completed by the committee within 21 days of committee formation by the Department Chair.
 - b. The committee will submit their recommendation to the Department Chair who shall forward the findings to the Academic Dean.
 - c. The Department Chair will provide notification to the faculty member and student. The student does not have appeal rights to the decision of this committee, and this would constitute the end of the appeal process.
5. If an accord is not reached through the chairperson, the student may then appeal in writing, stating the grounds for appeal, to the Academic Dean, who may appoint a designee to handle the appeal. Such an appeal must be in writing and must be filed with the dean within 15 calendar days from the date of the final written determination of the Department Chair. The Academic Dean may solicit input from the faculty member and Department Chair regarding their decisions in the development of the Corrective Action Plan.
 - a. If the decision is in favor of the faculty member, the student would be advised of the limited, final appeal option within this policy.
 - b. If the decision is in favor of the student, the Academic Dean will appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and evidence from the faculty member(s) to determine if a more appropriate Corrective Action Plan is warranted. This reassessment must be completed by the committee within 21 days of committee formation by the Academic Dean. Once the committee has determined the outcome to the appeal, the committee will submit the outcome to the Department Chair, who shall forward the outcome to the Academic Dean. The Department Chair will provide notification to the faculty member and student. The student does not have appeal rights to the decision of this committee, and this would constitute the end of the appeal process.
6. The final source of appeal is the provost, who may appoint a designee to handle the appeal. This final step may only be taken in one of the following circumstances: (1) there was an error in procedure or interpretation of this policy that was so substantial as to effectively deny the student a fair hearing; or (2) new and significant evidence, which could not have been presented by diligent preparation at the prior levels of appeal, has become available. If such an appeal is granted, it must be

submitted in writing and filed with the provost within 15 calendar days from the date of the final written determination of the Academic Dean. The provost may solicit input from the faculty member, Department Chair, and Academic Dean regarding their decisions in evaluating the student appeal.

- a. If the decision is in favor of the faculty member, the student would be advised of the decision and that there are no further appeals available.
- b. If the decision is in favor of the student, the provost will instruct the Academic Dean to appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and evidence from faculty member(s) to determine an appropriate outcome for the student. This reassessment must be completed by the committee within 21 days of committee formation by the Academic Dean. Once the committee has determined recommendations, the committee will submit such recommendations to the Department Chair, who shall forward the recommendations to the Academic Dean. The Department Chair will provide notification to the faculty member, student, and provost. The student does not have any further appeal rights to the decision of this committee, and this would constitute the end of the appeal process.

Appeal Process re: Dismissal/Rejection by the Program

GPA's are reviewed each semester. Students are initially placed on probation when their GPAs fall below the desired level. Students who are on probation have no more than one calendar year to complete coursework to achieve the minimum 2.5 GPA in the major and 2.0 overall GPA. If the student is not successful in raising their GPA, they will be academically dismissed from the BSW program. Students receive written notification when they are placed on probation and academically dismissed from the BSW program. Students will also receive an e-mail and/or letter when their GPAs are marginally adequate, indicating that faculty are concerned and that a meeting is required between the student and their advisor/BSW Program Director to complete a Professional Development Form and develop a plan for success.

Students who are academically dismissed from the BSW program and readmitted by the University must successfully complete a semester of coursework and reapply for admission to the major by re-applying for Candidacy. Simply being readmitted by the University does not automatically mean full acceptance into the social work major, candidacy, or the BSW degree program.

Students might be rejected for Candidacy to the BSW program due to academic concerns, concerns related to professional behavior, or as a result of concerns related to the Candidacy Applications and/or the Candidacy Interview. Students can also be dismissed from the BSW program for academic concerns and/or concerns related to professional behavior.

The faculty reserves the right to remove the status of “Unconditional” Candidacy for the degree from any student who does not continue to fulfill the requirements of any of the criteria. The interests of both the student and the profession will be taken into account.

Students have the right to appeal a decision for Dismissal from the program or Rejection (upon application for Candidacy or application for re-admission) by the BSW Program using the appeal process outlined below:

1. Students wishing to appeal a dismissal or rejection by the BSW program must initiate the appeal within thirty (30) calendar days following the issuance of the dismissal/rejection letter.
2. The student must first submit a written appeal, stating the grounds for appeal, to the BSW Program Director who issued the Dismissal/Rejection along with a copy to the Department Chair. If the BSW Program Director is also the Department Chair, a copy should be sent to the Academic Dean.
3. The student must appeal in writing, stating the grounds for appeal, to the Department Chair. The student is encouraged to meet with the Department Chair regarding the appeal. If the BSW Program Director also serves as the Department Chair, the student must appeal in writing, stating the ground for appeal, to the Academic Dean.
4. The Chair (or Academic Dean if the BSW Program Director is also the Department Chair) shall notify in writing the student and faculty member of their findings regarding the appeal and the decision within 15 calendar days of their receipt of the appeal from the student.
 - a. If the decision is in favor of the faculty member, the student would be advised of other appeal options within this policy.
 - b. If the decision is in favor of the student, the Department Chair will appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student’s evidence and evidence from any faculty members and/or the BSW Program Director. This reassessment must be completed by the committee within 21 days of committee formation by the Department Chair.
 - c. The committee will submit their recommendation to the Department Chair who shall forward the findings to the Academic Dean.
 - d. The Department Chair will provide notification to the faculty member and student. The student does not have appeal rights to the decision of this committee, and this would constitute the end of the appeal process.
5. If an accord is not reached through the chairperson, the student may then appeal in writing, stating the grounds for appeal, to the Academic Dean, who may appoint a designee to handle the appeal. Such an appeal must be in writing and must be filed with the dean within 15 calendar days from the date of the final written determination of the Department Chair. The Academic Dean may solicit input from

the faculty member and Department Chair regarding their decisions in evaluating the student appeal.

- a. If the decision is in favor of the faculty member, the student would be advised of the limited, final appeal option within this policy.
 - b. If the decision is in favor of the student, the Academic Dean will appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and evidence from faculty members and/or BSW Program Director. This reassessment must be completed by the committee within 21 days of committee formation by the Academic Dean. Consistent with the established grade change process, once the committee has determined the outcome to the appeal, the committee will submit the outcome to the Department Chair, who shall forward the outcome to the Academic Dean. The Department Chair will provide notification to the faculty member and student. The student does not have appeal rights to the decision of this committee, and this would constitute the end of the appeal process.
6. The final source of appeal is the provost, who may appoint a designee to handle the appeal. This final step may only be taken in one of the following circumstances: (1) there was an error in procedure or interpretation of this policy that was so substantial as to effectively deny the student a fair hearing; or (2) new and significant evidence, which could not have been presented by diligent preparation at the prior levels of appeal, has become available. If such an appeal is granted, it must be submitted in writing and filed with the provost within 15 calendar days from the date of the final written determination of the Academic Dean. The provost may solicit input from the faculty member, Department Chair, and Academic Dean regarding their decisions to dismiss or reject the student from the BSW program.
- a. If the decision is in favor of the faculty member, the student would be advised of the decision and that there are no further appeals available.
 - b. If the decision is in favor of the student, the provost will instruct the Academic Dean to appoint a committee of faculty to be comprised of no fewer than two faculty from the same discipline or department associated with the course in question. The committee will be asked to review the student's evidence and evidence from faculty members and/or the BSW Program Director to determine an appropriate outcome for the student. This reassessment must be completed by the committee within 21 days of committee formation by the Academic Dean. Once the committee has determined recommendations, the committee will submit such recommendations to the Department Chair, who shall forward the recommendations to the Academic Dean. The Department Chair will provide notification to the faculty member, student, and provost. The student does not have any further appeal rights to the decision of this committee, and this would constitute the end of the appeal process.

Student Records

All contents of the student's academic record are open to that particular student for their inspection and review, except for confidential letters and recommendations where the student has signed away the rights of access to those letters/recommendations. Student records can be accessed online through the Student Self-Service feature on the PennWest portal. Student permission is required before academic information is released to anyone other than faculty or approved university staff.

Resources

Support Services, Campus & Community Resources

Links to student support resources on each campus are available on the [Student Support and Services page](#).

Preferred First Name Request: Some students may use a different first name than their legal name. If your legal first name does not match your preferred first name, you can submit the [Preferred First Name Request form](#) to the Office of Records and Registration so that your preferred name will be used in place of your legal name on D2L and some other internal systems. Please note, this form does not change your legal name on your academic transcripts and other documents and record.

[Information Technology Services](#) provides assistance to students in meeting their technology needs.

Library Help: Online MSW students have 24/7 online access to the [PennWest University Libraries](#). Students also have access to the [Social Work & Sociology Guide](#) which curates links to current and historic legislation and public policy resources; clinical information such as the Mental Measurements Yearbook and Films on Demand; open access resources including open access Social Work journals; and APA citation web resources. Additionally, students can use the contact info on the home page of the guide to contact or set up an appointment with librarian Nathan Fralick.

APA Help: Students should always refer to the most recent edition of the American Psychological Association *Publication manual of the American Psychological Association*. The [Purdue Online Writing Lab \(OWL\) APA Introduction](#) is also a helpful resource.

Tutoring: Peer tutoring services are available via Zoom. Appointments can be made through Starfish by clicking the three-bar menu and selecting "courses." Look for the Starfish card at MyPennWest. In addition to peer tutoring services, students also have access to Tutor.com, an online, on-demand service available 24/7 in over 250 subject areas. Students can access Tutor.com in Starfish under "courses," as well as D2L Brightspace under "University Resources."

Writing Center: Online Writing Center appointments are made through Starfish app (my.pennwest.edu) → Student Self-Service → Starfish

Counseling: MSW students can reach out to Studentwellness-cal@pennwest.edu, call 814-393-2255, or complete a [Support Services Inquiry form](#) for help finding supports in their local area.

Community Services: Call 211 to get referrals for local community services or visit the [211 website](#) for more information.

Crisis: Free 24/7 help is available to those in crisis. Below are a few hotlines available in the U.S.

The [National Hope Line](#): call or text 1-877-235-4525.

The [Crisis Text Line](#): text HOME to 741741.

The [National Suicide Prevention Lifeline](#): call 988.

Other national crisis hotlines: <https://www.apa.org/topics/crisis-hotlines>

Career Center: Students can explore job and salary trends, access support for creating resumes and cover letters, view and apply for jobs and internships, and more. Visit The [Career Center](#) for more information.

Students with Disabilities

Pennsylvania Western University offers services to meet the accommodation needs of students with many types of disabilities. The Office for Students with Disabilities (OSD) provides services to students based upon documentation of a disability and a request for accommodations based on this disability. Please refer to PennWest's Equity and Title IX website for additional information and links to the campus OSD websites.

This policy is in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

Students reserve the right to decide when to self-identify and when to request accommodations. Students requesting approval for reasonable accommodations should contact OSD. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

For questions about accommodations please contact:

PennWest California- John Massella at Osd-cal@pennwest.edu

PennWest Clarion- Ronald Radaker at Osd-clr@pennwest.edu

PennWest Edinboro- Sharon Conklin at Osd-edn@pennwest.edu

PART II

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 two field courses 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 PennWest 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 LOSE 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 **BSW Field Director** is the 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. Additionally, the BSW Field Coordinator provides leadership and oversight within the Social Work Field Office to assure the overall quality of the BSW field program. Overall quality includes meeting CSWE accreditation standards and adherence to all relevant university and departmental policies.
- 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 program. 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 PennWest 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 development review process outlined in the preceding pages of 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

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 your 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://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.

PART III APPENDICES

Appendix A

National Association of Social Workers (NASW) Code of Ethics

Summary of Values and Major Ethical Principles

Copies of the full NASW Code of Ethics are available in the College of Social Sciences and Human Services office and here: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Appendix B

BSW Advising Sheet



Degree: Bachelor of Social Work
College: Health Sciences and Human Services
Major: Social Work
Major Code: SOWK
Concentration: N/A

Credits Required: 120

Minor: N/A

Minor Code: N/A

General Education

Foundations: (12 Credits)

Oral Communication: (3 Credits)

- ☐ SOWK 1500 Interviewing & Engaging: Skills for Professionals

Quantitative Reasoning: (3 Credits)

- ☐ Any MATH or STAT Course in Menu

Technological Literacy: (3 Credits)

- ☐ _____

Written Communication: (3 Credits)

- ☐ ENGL 1200 College Composition

Discoveries: (27 Credits)

At least two (2) disciplines must be represented within each of the three (3) categories.

Art/Humanities: (9 Credits)

- ☐ _____
- ☐ _____
- ☐ _____

Natural Sciences & Technology: (9 Credits)

- ☐ _____
- ☐ _____
- ☐ _____

Social Sciences: (9 Credits)

- ☐ PSYC 1000 Introduction to Psychology
- ☐ SOCI 1000 Introduction to Sociology
- ☐ _____

Elective/Wellness & Personal Health: (3 Credits)

- ☐ SOWK 3300 Lets Talk About Sex *recommended*

Competencies:

Applied Methodologies

- ☐ SOWK 4000 SW Practice with Organizations & Communities

Ethical Reasoning

- ☐ SOWK 3100 SW Practice with Individuals

Information Literacy

- ☐ SOWK 4100 Social Work Research Methods

Intercultural Fluency

- ☐ SOWK 1200 Diversity in a Changing World

Keystone Experience

- ☐ SOWK 4800 Social Work Field Practicum

Quantitative Applications

- ☐ SOWK 4100 Social Work Research Methods

Writing Intensive - Two (2) courses are required

- ☐ SOWK 2900 Social Welfare Policy
- ☐ SOWK 4000 SW Practice with Organizations and Communities

Program Requirements

Required Major Courses: (48 Credits)

- ☐ SOWK 1000 Introduction to Social Work
- ☐ SOWK 1200 Diversity in a Changing World
 - ☐ Or SOCI 2100 Social Inequalities: Who Gets What and Why?
 - ☐ Or SOCI 3010 Race and Ethnic Relations
- ☐ SOWK 2500 Human Behavior in Social Environment: Life Course
 - ☐ Or SOCI 2300 Sociology of Life Course
- ☐ SOWK 2900 Social Welfare Policy
- ☐ SOWK 3100 Social Work Practice with Individuals
- ☐ SOWK 3500 Policy Practice in Social Work
- ☐ SOWK 4100 Social Work Research Methods
 - ☐ Or SOCI 2800 Sociological Research Methods
- ☐ SOWK 3250 Social Work Practice with Families
- ☐ SOWK 3200 SW Practice w/Groups
- ☐ SOWK 3000 Human Behavior & the Social Environment II
 - ☐ Or SOCI 2050 Contemporary Social Problems
- ☐ SOWK 4000 Social Work Practice with Organizations & Comm.
- ☐ SOWK 4800 Social Work Field Practicum
- ☐ SOWK 4900 Social Work Field Seminar

Major Electives: (6 Credits)

- ☐ Any SOWK course 3000+ not already required for the BSW
- ☐ Any SOWK course 3000+ not already required for the BSW

Free Electives: (24 Credits)

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Updated: 6/16/2025

Suggested Four Year Course Sequence

Year 1	Year 2
<u>Fall Semester</u> SOWK 1000 Intro to Social Work Foundation (Written Communications) ENGL 1200 * Discovery (Social Science 1) - PSYC 1000 General Psychology * Discovery (Social Science 2) - SOCI 1000 Principles of Sociology* Discovery (Arts & Humanities 1) <u>Spring Semester</u> SOWK 2000 Diversity in a Changing World Foundation (Quantitative Reasoning) Discovery (Arts & Humanities 2) Discovery (Natural Science & Technology 1) Discovery (Social Science 3)	<u>Fall Semester</u> Foundation (Oral Communication) SOWK 1500 Interviewing SOWK 2500 HBSE I Discovery (Arts & Humanities 3) Discovery (Natural Science & Technology 2) Free Elective <u>Spring Semester</u> SOWK 3400 Social Welfare History <i>(apply for Candidacy in this course)</i> SOWK 3100 SW Practice with Individuals Foundation (Technology Literacy) Discovery (Natural Science & Technology 3) Free Elective
Year 3	Year 4
<u>Fall Semester</u> SOWK 3000 HBSE II SOWK 3250 SW Practice with Families SOWK 3500 Policy Practice in SW Gen Ed Elective (recommend SOWK 3300 Let's Talk About Sex) Free Elective <u>Spring Semester</u> SOWK 3200 SW Practice with Groups SOWK 4100 SW Research Methods SW Elective Free Elective Free Elective	<u>Fall Semester</u> SOWK 4000 SW Practice with Orgs and Communities SOWK Elective Free Elective Free Elective Free Elective <u>Spring Semester</u> SOWK 4800 Social Work Field Education SOWK 4900 Social Work Field Education Seminar



Updated: 6/16/2025

Appendix C

Social Work Course Descriptions

SOWK 1000 *Introduction to Social Work*. Social work as a profession, history, current practical settings, professional values and requirements. (3 credits)

SOWK 1200 *Diversity in a Changing World*. Relations between dominant and subordinate groups; racial, ethnic, gender and sexual orientation; historical and comparative aspects. (3 credits)

SOWK 1500 *Interviewing and Engaging*. This class introduces students to the theory, value and skill components necessary for effective interviewing with diverse client systems. Communication techniques and personal attributes that enhance problem solving are explored. Demonstration and practice of core skills are thoroughly integrated in the classroom and skills lab. (3 credits)

SOWK 2500 *Human Behavior and the Social Environment I: The Life Course* is the first of a two-semester course content area that is designed to provide the perspectives, frameworks and theories necessary to understand human behavior in the social environment from a social work perspective. This course emphasizes ecological, systems, and life course perspectives to work effectively with individuals and families across the lifespan. Person-environment transactions and person-environment fit are stressed as the basis for understanding individuals and families from a social work perspective. (3 credits)

SOWK 2900 *Social Welfare History, Policy Analysis and Social Service Delivery*. Built on an interdisciplinary base (economic, political, science, and sociological theories), the course prepares students for policy practice skills taught in Policy Practice in Social Work. (3 credits)

SOWK 3000 *Human Behavior and the Social Environment II: Groups, Organizations and Communities* is the second of a two-semester content area that is designed to provide perspectives, frameworks and theories necessary to understand human behavior in the social environment from a social work perspective. Approaches presented emphasize diversity and difference and the systemic impacts of oppression and discrimination at the group, organizational and community levels. The nature of systems, environmental transactions, and goodness-of-fit are stressed as the basis for understanding groups, organizations and communities from a social work perspective. A strengths-based, empowerment perspective is also used throughout the course to better understand reciprocal relationships at the group, organization and community levels. (3 credits)

SOWK 3100 *Social Work Practice with Individuals*. Basic knowledge, values and skills of the problem-solving approach for the micro level: varied approaches as background for developing one's own eclectic approach. (3 credits)

SOWK 3200 *Social Work Practice with Groups*. History of social group work, the stages of group development, assessment of goals and objectives for groups, and the principles and values for intervention and problem-solving with groups. (3 credits)

SOWK 3250 *Social Work Practice with Families*. History of social work with families, stages of family development, assessment of goals and objectives for families, and the principles and values for intervention and problem solving with families. (3 credits)

SOWK 3300 *Let's Talk About Sex*. Biological, psychological and cultural aspects of the functioning of human sexuality from a social work perspective. (3 credits)

SOWK 3500 *Policy Practice in Social Work*. Dynamics of change; change methods, strategies and values connections; planning of change project. (3 credits)

SOWK 3700 *Child Welfare*. Issues for children and their families; needs, rights, services and policies in the best interest of the child. (3 credits)

SOWK 3800 *Social Work in Mental Health*. Approaches and skills for working with mental and emotional difficulties. (3 credits)

SOWK 3900 *Trauma Informed Social Work Practice*. Introduces students to the principles of Trauma Informed Care in a variety of settings. This course is a requirement for the undergraduate Trauma Certificate. (3 credits)

SOWK 4000 *Social Work Practice with Organizations and Communities*. Planning managing and organizing skills and values for working with organizations and communities. (3 credits)

SOWK 4100 *Social Work Research Methods*. Problem definition, hypotheses formulation, data collection, scientific decision making, elementary data analysis, ethical issues in and uses of human research. (3 credits)

SOWK 4500 *Seminar in Special Topics*. Selected topics of current important and significance to the social work profession. (3 credits)

SOWK 4800 *Field Education*. Supervised placement in a practice setting. Application of theoretical knowledge and skills, along with demonstrated competencies in working with various client systems. (3 credits)

SOWK 4900 *Field Education Seminar*. Capstone seminar paired with SOW 425. Focused on professional reflection and synthesis of prior coursework with praxis in a field setting. Application of theoretical knowledge and skills, along with demonstrated competencies in working with various client systems, as well as emphasis of ethical professional practice. (3 credits)

Appendix D

Candidacy Application for BSW Program

(Paper Applications are NOT accepted and must be completed in Microsoft Form online.

NOTE: Link is provided to students via email from the BSW Program Director)

* Required

* This form will record your name, please fill your name.

Personal information

1. Full Name

2. PennWest Student ID

3. PennWest email

4. Preferred First Name *

5. What pronouns do you use? *

- ☐ she/her/hers
- ☐ he/him/his
- ☐ they/them/their
- ☐ Prefer not to say
- ☐ Other

6. Please select one of the following options: *

- ☐ I am a PennWest Online student.
- ☐ I am a PennWest California student.
- ☐ I am a PennWest Edinboro student.

Academic background

7. Please enter the total number of credits you have earned, including those you are enrolled in this semester (can be found on your Degree Works Audit) *

8. Overall GPA (can be found on your Degree Works Audit) *

9. Social Work GPA (can be found under major requirements within your Degree Works Audit) *

10. Do you have an Associates Degree in Social Work or Human Services? *

☐ Yes

☐ No

11. If you answered "Yes" to an Associates Degree in Social Work or Human Services, where did you earn your Associates Degree? (If "No", please indicate "N/A"). *

12. Admission to Candidacy in the BSW program requires the completion of certain courses (you can still apply if you have not yet taken a course or two). Please indicate if you have completed, are currently enrolled in, or have not yet taken the following courses: *

	Completed	In Progress	Have not taken yet
SOWK 1000: Intro to Social Work (or transfer equivalent)	☐	☐	☐
SOWK 1500: Interviewing & Engaging (or transfer equivalent)	☐	☐	☐
SOWK 2000: Diversity in a Changing World (or transfer equivalent)	☐	☐	☐
SOWK 2500: HBSE I (or transfer equivalent)	☐	☐	☐
SOWK 2900 or SOWK 3400 Social Welfare Policy (or transfer equivalent)	☐	☐	☐
ENGL 1200: College Composition (or equivalent)	☐	☐	☐
PSYC 1000: Intro to Psych (or transfer equivalent)	☐	☐	☐
SOCI 1000: Intro to Sociology (or transfer equivalent)	☐	☐	☐

13. If you have any comments/questions regarding the courses in Question 12 please indicate here:

14. Did you earn a full "C" or higher in the courses above that you completed (Question 12)? *

☐ Yes

☐ No

Acknowledgment and Signature

15. Please upload the most recent copy of your Degree Works Audit here. *

 Upload file

File number limit: 1 Single file size limit: 100MB Allowed file types: PDF, Image

16. Successful pursuit of the Bachelor of Social Work degree and entry into the social work profession require the ability to adhere to the *National Association of Social Workers (NASW) Code of Ethics*. You have reviewed this code in your pre-candidacy social work classes. Successful pursuit of this degree also requires the ability to present professionally and to engage in professional behavior; in and out of the classroom. Our Handbook and course syllabi in our program include a statement on the behavioral expectations associated with this degree program. Your signature on this form signifies your understanding that failure to uphold our code of ethics and/or failure to meet our standards for professional behavior can lead to dismissal from the program.

Earning a CSWE-accredited degree in social work from our program requires graduating with an overall GPA of at least 2.0, GPA in the social work major of at least 2.5, as well as the completion of at least 450 hours in a field placement during your final semester (approximately 32 hours per week). Your electronic signature on this form signifies your awareness of this policy.

I signify by signing (typing my name) below that I understand that I will have to have a full "C" or higher in all Social Work courses, an overall GPA of 2.0 and a social work GPA of 2.5 to receive a CSWE-accredited degree in social work from Pennsylvania Western University. I further understand that failure to uphold the NASW Code of Ethics and/or failure to uphold the BSW Program's standards for professional behavior may lead to my dismissal from the program. *

17. I understand that an Interview is also part of the Candidacy application process.
*Upon submission of your application, a BSW faculty member will be in touch to schedule this interview. **

☐ I understand, please submit my application.

Appendix E

Guidelines for Scholarly Work

1. That the work presented is an original piece of research/scholarship/creativity done entirely by the listed author(s).
2. That the entire work, or a substantial portion thereof, is not copied or directly paraphrased from the published work of another author.
3. That all direct quotations, direct paraphrases, empirical research findings and other suitable restatements of the research, scholarship, or creative work of others is appropriately referenced with standard bibliographic citation methods.
4. That the work in question was prepared especially for the class assignment for which it is submitted, has not been submitted previously and will not be submitted later in substantially its present form.
5. That in those instances when a similar or identical topic, theme, issue, population, problem or method is examined in the course, the consent or approval of both instructors has been obtained before the assignment is turned in. Instructors are under no obligation to provide consent.
6. That appropriate credit is provided in a footnote for assistance provided by faculty, other students, etc., in preparing the paper.
7. That no part of the assignment was prepared by a commercial or nonprofit term paper preparation service.
8. That the student has read or examined all sources cited and has personal knowledge that the quotations and findings attributed to those sources in the student's work are substantially correct.

Appendix F

Professional Development Check-In Form

This form is a tool to help you continue to develop your professional identity, thereby laying a strong foundation for your career as an effective social worker by aligning your behaviors and skills with the standards of the social work profession. We have created this form as a means of checking in when issues are noted with professional behaviors in the classroom or field setting.

Social workers are held to certain professional standards in the field. In the BSW and MSW programs, therefore, students are also held to professional standards. When a supervisor notes an issue with a social worker's behavior or job performance in the field, it is typical for a review to be conducted and a corrective action plan to be put into place. This form is to be used in a parallel process to be applied within the classroom or field setting.

Student:
Faculty member:

Date:
Course:

Professional Standard 1: Academic Performance

×	Expectation	Comments
	A. Plans and organizes work effectively	
	B. Turns in complete assignments on time	
	C. Makes arrangements for special needs	
	D. Attends class/field regularly	
	E. Demonstrates use of critical thinking skills	

Professional Standard 2: Conduct/Behavior

×	Expectation	Comments
	A. Demonstrates ability to work cooperatively with others	
	B. Actively participates in class discussion groups/ role plays/field activities	
	C. Shows respect for others' opinions	
	D. Is open to feedback from peers/faculty/field instructors	

	E. Demonstrates a willingness to respect and understand people across all intersections of diversity, including but not limited to race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, socioeconomic status, and populations at risk	
	F. Conducts her/himself according to the NASW Code of Ethics	
	G. Appropriately credits others' work (examples: proper quoting and paraphrasing of sources, accurately representing the division of labor for group projects)	
	H. Other indicators of concern related to conduct/behavior	

Professional Standard 3: Emotional Self-Control (Self-Understanding)

×	Expectation	Comments
	A. Uses self-disclosure appropriately (e.g., student seems to have an understanding of and has resolved the issue they are sharing)	
	B. Appears to be able to handle discussion of uncomfortable topics	
	C. Deals appropriately in class/field with issues which arouse emotions	
	D. Understands the effects of one's behavior on others	
	E. Does not allow personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with professional/academic judgment and performance	
	F. Other indicators of concern related to emotional self-control (self-understanding)	

Professional Standard 4: Communication Skills

x	Expectation	Comments
	A. Written assignments demonstrate good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, and follow logical sequence	
	B. Demonstrates ability to use APA style, including citations, formatting, and other style requirements	
	C. Demonstrates ability to write effectively in records	
	D. Demonstrates a working proficiency of the English language in written communication	
	E. Shows professionalism in all written communication, including (but not limited to) written communications using social media, and electronic communications.	
	F. Is able to clearly articulate ideas, thoughts, and concepts verbally	
	G. Has the ability to communicate verbally in a clear manner	
	H. Demonstrates a working proficiency of the English language in verbal communication	
	I. Shows professionalism in all verbal communication	
	J. Other indicators of concern related to communication skills	

Corrective Plan

Action steps to be taken and time frame for completion:

Student response, if desired:

Date of follow-up meeting, if applicable:

Student's signature:

Date:

Faculty member's signature:

Date:

Outcomes/feedback from follow-up meeting, if applicable:

Student's signature:

Date:

Faculty member's signature:

Date:

If the student is unwilling or unable to address the identified behaviors within the established time frame, additional steps may be taken by social work faculty, up to and including possible removal from the social work program.

Copies of this form should go to the student, the faculty member, and into the student's file.

Appendix G

BSW Field Application (Tevera Form SW-1018)



BSW Practicum Application and Background Information

Student Name:

Preferred Email:

Cell Phone Number:

Home Phone Number:

Current Address:

City:

State:

Zip Code:

Permanent Address:

City:

State:

Zip Code:

Please note which address you will be living at during your field placement:

☐ Current

☐ Permanent

Please list the Social Work courses you are currently enrolled in below:

Current Cumulative GPA:

Current Social Work GPA:

Do you have existing grades of "F" and/or "Incomplete" in Social Work courses?

☐ Yes

☐ No

List your three top choices for population, site setting, agency type below:

Note: providing this information is no guarantee that you will be placed in or with your preferred population, setting, or agency.

Preferred Population

1:

2:

3:

Preferred Site Setting / Type

1:

2:

3:

Preferred Agency Name

1:

2:

3:

Work Experience:

Volunteer Experience:

Organizational Memberships and Honors:

Special School / Professional Interests, Papers, Reports, etc.:

Personal Interests, Hobbies, and Other Activities:

Are you interested in using employment as your practicum?

☐ Yes

☐ No

Do you have a car to get to practicum every day?

☐ Yes

☐ No

Please note any concerns related to your practicum experience, i.e., "working while you do placement, classes, or background clearances, etc.":

Student Signature: Date

Appendix H

BSW Student Agreement (Tevera Form SW- 1037)



Social Work Field Education Student Agreement

As an enrolled student in the Social Work Program at Pennsylvania Western University, I agree to the following stipulations regarding academic, credit-bearing internships.

1. It is my responsibility to follow the Social Work Program's procedures in securing a practicum assigned to me.
2. It is my responsibility to file all required paperwork as required by the university and the Social Work Program in order to schedule the appropriate credit for my practicum. I will adhere to all posted deadlines.
3. Approval of the social work practicum for academic credit is contingent on the approval of the Social Work Program.
4. I understand that I must complete all social work courses with a full C or higher, have a at least a 2.5 GPA in Social Work courses and a 2.0 overall GPA as an undergraduate student to begin a social work practicum. I also understand that I must have a 2.5 GPA in the major to graduate with a BSW.
5. Because social work practicums are designed for social work majors, I will meet all of the Social Work Program's prerequisites prior to the social work practicum semester including the GPA standard.
6. I will obtain all of the required documentation that is required by the Social Work Program and/or site to participate in the social work practicum. This includes but is not limited to criminal background checks, child abuse clearances and professional liability insurance. I am also responsible for any other documentation required by an agency such as physicals, vaccinations, and drug tests.
7. I understand that my acceptance in the social work practicum placement may be contingent on my ability to meet site selection criteria such as interview, pre-employment testing, background check, substance abuse screening and any other agency requirements. I further understand that a criminal record may impact the ability to obtain a practicum.
8. I will be responsible for the tuition fee (based on the number of credits) and all associated fees for the social work practicum.
9. I will submit all reports and communicate with my Faculty Liaison according to the prearranged schedule as outlined in the syllabus. I will inform my Faculty Liaison of any changes to my approved social work practicum. Additionally, I will report any significant problems that I may encounter at the social work practicum site to my Faculty Liaison.
10. I understand the social work practicum hours will take place during an academic semester. Any hours that I put in outside of the regularly scheduled academic term must be pre-approved.
11. I understand that my MSW / BSW Field Instructor or Task Supervisor, if applicable, will have the primary responsibility for determining the daily tasks and assignments as agreed upon in the approved learning plan associated with my social work practicum.
12. I will adhere to the professional standards at the internship site. These may include but are not limited to: the NASW Professional Code of Ethics, attendance, punctuality, workplace ethics, professional decorum, dress codes, confidentiality, sexual harassment, proprietary information and others. I will consult with my MSW/BSW Field Instructor about these issues.
13. I understand and acknowledge that both the Social Work faculty and the agency have the right to suspend a student from the practicum for reasons of health, unsatisfactory performance or other reasonable cause. Such actions may be taken only after prior consultation between the agency and the school. Suspended students will be referred to the BSW Field Coordinator, Social Work Field Education Committee, BSW Program Director/Chair and the Faculty Liaison.
14. CSWE now permits students to use their paid employment as their practicum as long as the student can meet all 9 Social Work Competencies and related behaviors.
15. Students are not guaranteed paid placements and need to be prepared to complete their practicum regardless of pay as it 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 too at this time.

16. I understand that this is not a contract and that the university reserves the right to unilaterally modify its academic programs. **I understand that I may be dismissed from the program for poor academic performance and/or due to unprofessional behavior. Examples of poor academic performance and unprofessional behavior include the following:**

1. Poor Academic Performance: I can be academically dismissed from the program if I do not meet the grade requirements, if I fail to demonstrate that grade deficiencies can be corrected within a reasonable time or if I participate in academic misconduct. Furthermore, I understand that plagiarism falls into this category and it is unethical, unprofessional and a violation of the university's academic misconduct policy. Plagiarism includes but is not limited to copying others' work and claiming it as your own, failing to use citations properly, cheating on tests and homework assignments and copying or purchasing papers from the internet or other sources.
 2. Chronic Absenteeism: I can be dismissed from the program if I have a pattern of unexcused absences that makes effective learning and discharge of responsibilities impossible. This pertains to both the classroom and field practicum.
 3. Unprofessional Behavior: I can be dismissed from the program if my behavior violates the NASW Code of Ethics. Examples would be, but are not limited to: misrepresenting my qualifications, exploiting professional relationships or if I fail to treat my peers, agency staff or faculty with respect, courtesy, fairness and good faith.
 4. Persistent Ineffectiveness with Clients: I can be dismissed from the program if I do not demonstrate minimal levels of effective performance and give no evidence of progress in working with clients. Ineffectiveness may also include violation of practicum agency policy, emotional immaturity, personal prejudice, resistance to learning or inability to complete assigned tasks and/or a persistent problem in gaining necessary skills for interpersonal helping.
 5. Behavior Damaging to Clients: I can be dismissed from the program if I demonstrate habitual hostility, make disparaging remarks, violate client confidentiality, ridicule clients, violate client civil or legal rights, or other related behaviors which do not change in response to warnings or efforts at remediation.
17. I understand that once I accept a placement, I have an obligation to present for placement at that agency prepared to begin after my orientation. Last minute agency changes, changes during the semester are considered unprofessional and are only approved by the field committee in extenuating circumstances. If you request a change, it must be in writing to the field coordinator with rationale for the change. This will be presented to the field committee at the next scheduled meeting. This process can take a few weeks and can set you behind in completing placement and graduation.

My signature verifies that I have read and understand the policies stated above and agree to abide by them.

Student Signature: Date

Appendix I

Agency Profile Form (Tevera Form SW – 1006)



Field Site Profile

FIELD SITE CONTACT INFORMATION

Field Site Name:

Street Address:

City:

State:

Zip:

Phone:

Fax:

Website:

Authorized Site Representative

First Name:

Last Name:

Title:

Direct Phone Number:

Email:

SITE DESCRIPTION

Field Site Overview:

Type of Site: (check all that apply)

- | | | |
|--|---|--|
| ☐ Community | ☐ Outpatient | ☐ Psychiatric Hospital/Inpatient |
| ☐ Private Practice | ☐ Inpatient | ☐ Addiction, Chemical Dependency, Behavioral or Process Addictions, |
| ☐ Home-based | ☐ Emergency/Crisis | ☐ Corrections/Jail/Prison |
| ☐ Church | ☐ University / College | ☐ Legal (i.e. pre-trial, post conviction, etc.) |
| ☐ Residential Treatment | ☐ Hospital | ☐ Intensive Outpatient Program (IOP) |
| ☐ K-12 School | ☐ Faith-Based | ☐ Partial Hospitalization Program (PHP) |
| ☐ Other: | | |

Client Populations Served: (check all that apply)

- | | | |
|--------------------------------------|----------------------------------|---|
| ☐ Adolescents | ☐ Adults | ☐ Addiction and/or Chemical Dependency |
| ☐ Children | ☐ Couples | ☐ Deaf and Hard of Hearing |

☐ Persons with Disabilities

☐ Inpatients

☐ Older Adults

☐ Urban

☐ Male Only

☐ Domestic Violence

☐ Families

☐ LGBTQ+

☐ Rural

☐ College/Young Adult

☐ Female Only

☐ Severe, Persistent Mental Illness (SPMI)

☐ Homeless

☐ Low Income

☐ Students

☐ Military

☐ Eating Disorders

☐ Other:

Treatment Modalities:

☐ CBT

☐ Motivational Interviewing

☐ EMDR

☐ Brainspotting

☐ Play Therapy

☐ Other:

Field Site Specialty Areas:

☐ Addiction

☐ Clinical Mental Health

☐ College Counseling & Student Affairs

☐ School

☐ Career

☐ Clinical Rehabilitation

☐ Marriage/Couple/Family

☐ Other:

SUPERVISION INFORMATION

Is there an MSW social worker with two years post grad experience available to supervise?

☐ Yes

☐ No

Languages spoken by supervisor:

What type of supervision is available?

☐ Individual

☐ Group

POSITION INFORMATION

Brief description of services:

Role of intern (tasks, assignments)

How many interns do you accept each academic year?

Days and times intern would typically work:

Are there any days or times that are required for the intern to be in attendance (trainings, special events, staff meetings, etc):

Is the intern required to drive for this program?

☐ Yes

☐ No

We accept:

☐ BSW Students - Juniors

☐ BSW Students - Seniors

☐ MSW Students - 1st Year Generalist

☐ MSW Students - 2nd Year Specialized

For 2nd year MSW students, level of previous clinical experience desired:

☐ Beginner

☐ Moderate

☐ Advanced

Specific skills or previous experience preferred:

Foreign language ability of incoming students:

☐ Extremely Useful

☐ Moderately Useful

☐ Unnecessary

Specific languages desired or required:

Does Site provide additional training opportunities?

☐ Yes

☐ No

APPLICATION PROCESS

When do you start to consider new social work candidates for the next academic year?

Standard Application Deadline:

Decision Notification Timeframe:

Requirements for Placement (Pre-placement Interview and Acceptance):

Clearance Requirements:

☐ Criminal Background

☐ Fingerprint Checks

☐ Department of Children and Families

☐ Department of Motor Vehicles

☐ Physical Examinations

☐ TB Tests

☐ Drug Screening

☐ Immunization Verification

☐ Other:

Required Application Materials:

☐ Application Form

☐ CV

☐ Cover Letter

☐ Recommendation Letter(s)

Preferred Submission Method:

☐ US Mail

☐ E-Mail

☐ Other:

SIGNATURES

AUTHORIZED SITE REPRESENTATIVE

Authorized Site Representative Signature: Date

Appendix J

Field Instructor Form (Tevera Form SW-1004)



Field Instructor Information Form

First Name:

Last Name:

Email:

Title:

Phone:

Do you have a Social Work Degree from a CSWE Accredited University (BSW or MSW)?

☐ Yes

☐ No

University:

Highest Degree Earned:

Do you have at least 2 years of Experience Post-MSW?

☐ Yes

☐ No

Do you have at least 4 years of experience Post-BSW?

☐ Yes

☐ No

Briefly describe how the Field Instructor will support the student in their placement.

Please provide information regarding your professional license, certifications, and any qualifications.

Use the arrow in the upper right-hand corner to add additional items.

<u>Qualification</u>	<u>Authority</u>	<u>Number</u>	<u>Expires</u>
Supervision Dates:			
Start Date:			
End Date:			

Field Instructor Signature Date

Appendix K

Task Supervisor Form (Tevera Form SW – 1003)



Task Supervisor Placement Form

Field Site:

Student:

Supervision Dates

Start Date:

End Date:

Task Supervisor Information

First Name:

Last Name:

Email:

Title:

Phone:

Highest Degree Earned:

University:

Year Graduated:

What activities will the Task Supervisor be primarily responsible for?

Please provide information regarding your professional license, certifications, and any qualifications.

Use the arrow in the upper right-hand corner to add additional items.

Qualification

Authority

Number

Expires

Task Supervisor Signature: Date

Appendix L

Learning Plan Activities Sample

BSW Competencies and Learning Plan Sample Activities:

1. Demonstrate Ethical and Professional Behavior:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

c. use technology ethically and appropriately to facilitate practice outcomes; and

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

Sample Student Learning Activities:

1. I will discuss my personal values when they conflict with the values of the profession during weekly supervision and during Field Seminars.
2. Make ethical decisions by applying NASW using ethical reasoning to arrive at principled decisions.
3. I will present case scenarios to my supervisor and to my Faculty Liaison in seminars that require ethical reasoning.
4. I will journal when I experience an ethical conflict that is not “clear cut” and seek feedback from my supervisor and Faculty Liaison on how to increase my ability to tolerate ethically ambiguous decisions and policies
5. I will reflect on my experiences in field in my journal and review Faculty Liaison’s feedback
6. I will seek feedback each week from my supervisor regarding my professional demeanor and use this to improve as indicated.
7. Complete Safety checklist with field instructor and submit to faculty liaison by due date.
8. I will prepare an agenda for supervision (Bring a list of topics/cases to discuss, report back on learning plan, share reflections from week, etc.)
9. I will take initiative in scheduling weekly supervision.
10. I will bring my learning plan for review at least once a month during supervision.
11. I will integrate feedback from supervision into my practice and review how this is going with my supervisor.
12. Keep notes on own behavior and thoughts during (or after) client meeting. Reflect on how personal assumptions impact professional conduct and interactions with clients.
13. Keep reflective journal/log of professional development and challenges; discuss in supervision.
14. Discuss needed areas of growth in supervision and work on strategies toward growth.

15. Discuss appropriate roles and boundaries of a student intern with Field Instructor and other agency staff; practice behaviors that demonstrate commitment to appropriate roles and boundaries (e.g. not exchanging personal contact information with clients; being mindful of use of social media, etc.).
16. Illustrate effective communication, either in chart notes, email professional memorandum, letters, and other written correspondence, as well as verbally and non-verbally.
17. Join a professional social work organization (NASW, for example) to gain familiarity with various social workers and social work roles in the community.
18. Exhibit a professional attitude by arriving to the Field Practicum Site dressed appropriately and with a positive outlook, prepared mentally and emotionally to solve problems with staff and clients, and prepared to learn.
19. Consult with agency staff when appropriate to discuss social work related issues.
20. Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing the same with Agency Field Instructor, Faculty Field Liaison, and/or peer in practicum seminar.
21. Discuss ethical behaviors and application of NASW Code of Ethics within the agency with Agency Field Instructor, Faculty Field Liaison, and/or peers during practicum seminar.
22. Openly discuss ethical conflicts / situations with Field Instructor.
23. Review and discuss additional ethical or governing policies which may impact the way in which the agency is able to provide services to its clientele (i.e. agency rules, HIPPA, FERPA, FMLA, SSI, AHCA, etc.).
24. Identify agency and client ethical dilemmas caused by external factors (funding cuts, etc.)
25. Use an ethical-decision making model to work through a situation that presents an ethical dilemma; discuss in supervision.
26. Staff cases at multidisciplinary meetings or with colleagues.
27. Maintain accurate, respectful and professional written client records (as appropriate). Be open to feedback from Field Instructor or other staff with regards to documentation.
28. Identify and attend current community training sessions such as Continuing Education courses offered by local colleges or through NASW or other organizations offering training.
29. Assist with or participate in local trainings or workshops relevant to agency issues.
30. Conduct at least 3 interactions with clients, supervisees, groups, committees or organizations, in the presence of the field educator, demonstrating an adherence to professional social work roles and boundaries.
31. Show an ability to form and sustain appropriate relationships with clients, co-workers, staff and administrators.
32. Recognizes the necessity for accountability as an agency representative providing examples in supervision.
33. Represent role of social worker in an interdisciplinary team and show ability to work with professionals from other disciplines on behalf of client. Contrasts the role of social worker with that of other related human service professionals.

34. Review written description of agency social worker and talk with staff about responsibilities.
35. Evidence self-awareness and assessment of one's strengths and acceptance of responsibility for one's own learning.
36. Apply social work values and ethics in work with clients and colleagues, and appropriately identify and differentiate between professional and personal values. Discuss your own values, needs and feelings regarding each client with Field Instructor.
37. Receive ongoing feedback from field instructor or related to performance of professional duties and skills during home visits and service plan reviews.
38. Discuss with field instructor the various roles performed as a professional social worker in field education setting. Student will provide examples of when they performed these roles in the context of the field placement.
39. Identify preferred learning style (i.e.: Cognitive, Experiential, Social). Discuss in supervision how to incorporate both preferred and other styles of learning into field assignments.
40. Read NASW Code of Ethics and maintain a weekly journal detailing ethical dilemmas experienced or observed in practice. Use these as discussion points in supervision with your field instructor.
41. Evidences self-awareness and assessment of one's strengths and acceptance of responsibility for one's own learning.
42. Take responsibility for requesting help when needed.
43. Practices self-awareness in terms of personal anxieties, fears, values, belief and culture in order to minimize or eliminate personal biases or prejudices in work effectiveness. Discuss in supervision.
44. Interview agency staff about self-care tasks they have found helpful/unhelpful in their careers.
45. Complete agency/organization reports in accordance with agency standards.
46. Seek feedback from other staff and discuss this feedback with Field Instructor.
47. Review mission statement, organizational chart and relevant areas in the policy manual as assigned by the field instructor. Discuss any questions or areas for clarification with field educator.
48. Attend local governmental hearings which allocate funds for agency
49. Obtain theoretical knowledge related to population or services.
50. Operationalizes agency policies and procedures effectively, evidencing adherence to and seeking input in supervision.
51. Understands the purpose, structure, function and philosophy of the agency within the framework of general systems theory.
52. Communicates clearly with specificity in written and verbal modes.
53. Appropriately identifies and differentiates between professional and personal values
54. Contrasts the role of social worker with that of other related human service professionals.
55. Recognizes the necessity for accountability as an agency representative
56. Student will read and discuss case notes with field instructor

2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

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

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

Sample Student Learning Activities:

1. I will identify barriers clients face when accessing services at my agencies and at other agencies.
2. I will advocate for clients to access needed services
3. Identify agency population being served and social policies that have created and/or continue to create oppressive circumstances for the life course of the individuals/group.
4. Familiarize self with current political events and their impact on clients.
5. Identify forms of oppression / discrimination of a particular client group; discuss with supervisor.
6. Identify common economic barriers to care. Discuss with your Agency Field Instructor.
7. Identify the institutionally embedded barriers to an individual client's progress. Discuss them with your Field Instructor.
8. Follow a bill promoting civil rights for a marginalized group. Educate others and encourage advocacy related to this bill.
9. Contact legislator about a current client population need.
10. Attend a public hearing or organizational meeting focused on increasing social and economic justice.
11. Demonstrate critical thinking and problem-solving skills by finding potential solutions and discussing the same with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar.
12. Identify opportunities to advocate for human rights and social and economic justice.
13. Student will demonstrate the ability to use policy, research, theory and practice to redress social injustice and human rights violations, i.e. through journaling exercise, in supervision, etc
14. Student will help raise awareness of trauma and its impact on health, mental health and social well by identifying and disseminating relevant materials and resources.
15. Student will identify and refer clients to resources that work to ameliorate and alleviate oppressive circumstances of individuals.
16. Student will research topics of oppression, human rights and social justice and present in individual and/or group supervision on the relevance of these for social work practice on micro (self awareness and client interaction) mezzo and macro levels.
17. Student will identify and convey an understanding of community factors that promote racism, sexism, ageism and homophobia, particularly where these concern consumers of field placement agency.
18. Student will recognize the extent to which cultures and particular values may oppress, alienate, or create power/ privilege in society through discussions with her supervisor when these issues arise, eliminating her own personal biases and advocating for the clients rights within diverse populations.
19. Identify areas of limited resources for population served and advocate for change
20. Attend community forums that address inequalities

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

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

b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Sample Student Learning Activities:

1. Strive to be assigned a diverse caseload of clients.
2. Discuss cultural structure and values and their effect(s) on different clients with supervisor.
3. Utilize journaling, or some other method of reflection, to record personal beliefs, or values, regarding clients/staff who may be different than me (age, gender, race, religious affiliation, orientation, color, cultural background, marital status, family structure, class, physical ability, etc.), and how my beliefs/values impact my interaction with various clients. Discuss the same with Agency Field Instructor, Faculty Field Liaison, and/or during practicum seminar class, giving special attention to issues that may seem particularly difficult or confusing.
4. Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination, as well as equal and just treatment to all clients/patients of the agency.
5. Review and discuss NASW's Cultural Competency Standards with your Field Instructor and work to incorporate these expectations/practice behaviors into your social work practice.
6. Research and apply knowledge related to diversity to enhance client well-being.
7. Use assessments that include sections of diversity/culture/spirituality as identified by client.
8. Identify client differences using a strengths perspective.
9. Student will understand the importance of differences in life experiences through working with diverse populations while keeping an open mind, and explore related issues in supervision.
10. Understands the forms and mechanisms of oppression and discrimination.
11. Identify sites in community that have relevance for population and visit, i.e. cultural centers, restaurants, shopping centers. Discuss experiences in supervision.
12. Explore with clients their values, goals and views of successful functioning.
13. Visit two other agencies serving the same population as placement agency. Discuss with Field Instructor observed similarities and differences.
14. Understands and identifies the dynamics within communities that create, foster and promote racism, sexism, ageism and homophobia.
15. Recognizes ethnic, racial, cultural, sexual and other differences in life experiences influencing thought and behavior.
16. Identify areas for personal growth in terms of needs, feelings and biases as it relates to issues of individual and cultural diversity. Discuss in supervision.

17. Recognizes and communicates understanding of the importance of difference in shaping life experiences.
18. Shadow field educator in situations that involve different environments/situations ie: court vs. home visits or office meeting vs. service plan review to demonstrate different roles played by the SW as well as different mannerisms that the SW must play. Interview a variety of SWs to gain information on their differing roles and client base.
19. Identify and discuss socio-economic differences and how those differences influence thought, behavior and access to services.
20. Student will spend time in the waiting area of a service agency and discuss in supervision their learning related to presenting problems and available services.
21. Accompany a worker on a home visit, assist in interviewing family members on their turf. Offer feedback.
22. Be aware of norms, cultural differences and taboos within an ethnic group served by field agency.
23. Identify one procedure in the field agency, or a collateral agency, that could be made more efficient or reduce stress on clients.
24. Recognizes the value of self-determination and self-actualization as it applies to relevant client systems.
25. Identify a policy or procedure that may affect marginalized populations negatively
26. Use active listening to focus on the client's perspective

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

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

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

Sample Student Learning Activities:

1. I will interview social workers in the field about effective practices and review findings in supervision and seminars.
2. Use research evidence to inform practice.
3. I will discuss evidence-based practices with my supervisor and in seminars that apply to the population my agency serves.
4. Discuss specific cases with Agency Field Instructor, including problem, proposed solution(s), proposed plan of action, and/or proposed measurable outcomes.
5. Read professional journal articles that relate to practice and discuss with supervisor.
6. Interview members of a treatment team for varying perspectives on practice and various models/approaches used. Discuss findings with Field Instructor and strengths / appropriateness of each approach.
7. Be open to feedback on practice from clients and supervisor to improve social work skills
8. Solicit feedback from agency staff to learn about effective forms of intervention use with client population.

9. Analyze and/or acquire evidence-based methods being utilized within the agency.
10. Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar.
11. Student will demonstrate the ability to articulate how research findings can improve practice, by observing and administering assessments and assist in writing up reports on the assessments.
12. Develop a "Quick Reference" Tool featuring the agencies names, numbers and summary of services student would most commonly refer their clients to for their most frequent needs.
13. Independently seek out research related to the field setting and present it to field educator and/or colleagues at the field setting.
14. Utilize specific engagement techniques (identify these), effectively assessing client needs--discuss with field instructor.
15. Maintain ongoing assessment of clients needs via case work contacts. Discuss in supervision.
16. Discuss with field instructor the various theories relate to the assessment process at placement.
17. Utilize the existing evaluation tools used in the field agency/setting. Discuss with supervisor how to use and interpret results of the evaluation tools.
18. Explain the importance of using evidence-based research methods broadly and in relation to placement setting.
19. Engages in practices that advance social and economic justice. Explore in supervision.

5. Engage in Policy Practice:

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

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

Sample Student Learning Activities:

1. Learn about policies that impact services provided by the agency (funding, HIPPA, documentation)
2. Learn about local, state, and federal policies that impact agency functioning.
3. Write to a legislator to address a policy that is socially unjust and reflect on this experience in journal, supervision, and seminars.
4. Collaborate with colleagues and clients for effective policy action.
5. Implement a petition, a plan and/or a demonstration with clients, colleagues or peers and reflect on this experience in journal, supervision, and seminars.
6. Participate in a community advocacy event.
7. Attend NASW/Advocacy Days and meet with legislators regarding policy issues.

8. Research a minimum of one policy that directly affects the well-being of client population. Discuss impact of this policy on your clients and policy change ideas with Field Instructor.
9. Identify relevant organizational and informational web sites that provide social policy information relevant to your agency's service population, or serve as clearinghouses for legislative issues. Review them with your Field Instructor. Consider creating a web directory for your agency.
10. Research and/or otherwise observe client advocacy activities supported by the agency which promote benefits for at risk populations.
11. Write a letter to your state or federal representative about a social policy that negatively or positively affects your client population.
12. Track legislative initiatives relevant to your agency's client population. Create a fact sheet to educate the public about the importance of the initiative and/or issue.
13. Describes the relation of the field placement to the organizations in the community and identifies the range of relevant services (formal and informal) available in the community
14. Review agency handbook, focusing on philosophy statement, administrative and treatment policies; explore their relevance for service delivery in supervision.
15. Identify commonly used referral agencies. Become familiar with services of these agencies and appropriate referral policies and procedures.
16. Demonstrates understanding of the ways services are used for referrals and service delivery coordination by the field placement site.
17. Demonstrate knowledge of relevant city, state and federal social policies and programs that affect services to clients.
18. Attend local governmental hearings which allocate funds for agency discuss relevant aspects in supervision.
19. Interview staff members involved in various agency programs to gain an understanding of client service. Discuss these programs and their theoretical approach with field instructor.
20. Read organization's staff handbook/policy and procedure manual. Discuss with field educator the effect of organization's policies/procedures on delivery of services to clients.
21. Assess the formal and informal communication networks within the agency. Discuss in supervision.
22. Student will attend board of directors meeting and demonstrate an understanding of the organizational structure of agency.
23. Compile a list of federal, state and local officials serving on key legislative committees.
24. Identify the key staff within the organization who are responsible for policy development and implementation. Discuss with field instructor and relate to macro and micro systems.
25. Apply information regarding local, state and federal legislation as it relates to current and past changes in the field agency/organization. Discuss with field instructor.

6. Engage with Individuals, Families, Groups, Organizations, and Communities:

a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;

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

Sample Student Learning Activities:

1. I will shadow social workers in my agency and review client files and then be shadowed by a social worker to prepare for client interaction.
2. Use interpersonal skills to engage clients such as reflective listening, empathy, open ended questions, content clarification, seeking feedback, and appropriate confrontation and problem solving.
3. Keep notes on own behavior and thoughts during (or after) client meeting. Reflect on how personal assumptions impact professional conduct and interactions with clients.
4. Discuss personal/ethical/value dilemmas with supervisor / Field Instructor and reflect on how they influence work with clients.
5. Journal personal biases or judgments that may hinder appropriate behaviors and discuss managing the same with Agency Field Instructor, Faculty Field Liaison, and/or peer in practicum seminar.
6. Discuss cultural structure and values and their effect(s) on different clients with supervisor.
7. Treat all clients with respect and courtesy regardless of personal bias, and establish initial goals with the client/patient to ensure self-determination, as well as equal and just treatment to all clients/patients of the agency
8. Research and apply knowledge related to diversity to enhance client well-being.
9. Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
10. Seek feedback from supervisor about ways to build rapport and trust with clients
11. Identify areas of comfort and discomfort in client engagement and discuss in supervision.
12. Demonstrate ability to empathize and use appropriate interpersonal skills with clients.
13. Engage with and interview clients/families to determine strengths and challenges.
14. Develop interviewing and rapport-building skills.
15. Review literature on relationship-building and apply concepts to my own interviewing technique.
16. Student will demonstrate engagement skills with at least 3 clients upon intake. Field Instructor will directly observe student and provide feedback during supervision.
17. Evidences ability to interview persons of different ages with empathy, purpose and focus.
18. Interview a community member to learn about the culture, economic, political and historical influences on the community.
19. Visit and interview a provider at another community agency with whom the field agency/organization interfaces to learn about the interagency relationship.
20. Student will discuss with field instructor appropriate level of participation when attending agency staff meetings. Field educator will observe student interaction and provide feedback.
21. Observe field instructor engaging with a client. Discuss skills observed.

22. Student will effectively prepare for interaction with individuals by reviewing their behavior support plan, observe prior staff interactions with individuals and discuss techniques and interventions to reach client goals during supervision.
23. Apply engagement skills with members of the field organization and/or the community. Field Instructor will evaluate based on observation or feedback from others.
24. Evidence the capacity to focus interviews and/or other direct communications and assist client in telling their story.
25. Recognizes and interprets meaning of non-verbal communication appropriately.
26. Demonstrate a beginning ability to explore a range of client feelings.

7. Assess Individuals, Families, Groups, Organizations, and Communities:

a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies

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

Sample Student Learning Activities:

1. Develop a mutually agreed upon focus of work, goals, objectives and desired outcomes.
2. Work w/ clients to identify common ground for the focus of our work together.
3. I will write goals, objectives and desired outcomes in the client's own words.
4. Assess client strengths and limitations.
5. I will ask clients to help me assess their strengths and limitations and I will seek feedback during supervision.
6. Maintain accurate, respectful and professional written client records (as appropriate). Be open to feedback from Field Instructor or other staff with regards to documentation.
7. Use assessments that include sections of diversity/culture/spirituality as identified by client.
8. Identify client differences using a strengths perspective.
9. Identify and apply social work theories as they may apply to the process of assessment of clients/patients within the agency.
10. Become familiar with different assessment tools and the strengths/limitations of each tool.
11. Understand developmental stages of client population and integrate this understanding into assessment process.
12. Observe client assessment and write/organize/interpret client data (could be shadow process).
13. Do a family genogram and/or eco-map as part of an assessment.
14. Work with a client or client system to develop an intervention plan.
15. Develop or revise a community resource guide.
16. Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in

- practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
17. Research and illustrate knowledge of planned change processes, including assessment and planning, as may be appropriate at either the micro, mezzo, or macro level.
 18. Conduct an intake and prepare a written Psychosocial on three clients.
 19. Observe staff member conducting intake; discuss intake procedure with supervisor.
 20. Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.
 21. Appropriately gathers information and formulates written assessments about individuals, families, groups or community situations.
 22. Discuss treatment plans in supervision, monitoring the connection between the Comprehensive Assessment and intervention.
 23. Develop a body of knowledge on emerging best practice and on evidence-based practice models in trauma treatment.
 24. Create a list of unmet needs that your clients have and identify what services need to be developed to meet them.
 25. Identify already existing neighborhood initiatives.
 26. Complete written assessments, plans of care, planned action, safety plans and progress notes.
 27. Distinguishes various levels of social functioning (adaptive, maladaptive, normal, abnormal).
 28. Complete a functional behavior assessment, explore potential interventions in supervision.
 29. Revisit and reassess treatment plans as new or changed goals come up.
 30. Utilize interviewing skills and techniques to gather information on clients.
 31. Become knowledgeable with assessment tools already used by agency.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities:

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

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

Sample Student Learning Activities:

1. Use evidence-based interventions to develop treatment plans.
2. Determine commonly used resources for clients and most effective referral process.
3. Staff cases at multidisciplinary meetings or with colleagues.
4. Contact legislator about a current client population need
5. Attend a public hearing or organizational meeting focused on increasing social and economic justice.
6. Solicit feedback from agency staff to learn about effective forms of intervention use with client population.
7. Analyze and/or acquire evidence-based methods being utilized within the agency.

8. Compare evidence-based methods employed by the agency with methods being discussed in various classes. Discuss questions with Agency Field Instructor, Faculty Field Liaison, and/or peers in practicum seminar
9. Identify and apply social work theories as they apply to the process of intervention with clients/patients within the agency.
10. Understand developmental stages of client population and integrate this understanding into intervention process.
11. Utilize specific interventions to increase understanding of client in environment.
12. Plan, develop and carry out a support group.
13. Observe effective facilitation of groups at micro, mezzo, and/or macro levels, and facilitate, or co-facilitate groups when appropriate.
14. Facilitate referral process of client to another agency, when appropriate.
15. Review client progress throughout termination phase; prepare client for final sessions/meetings
16. Observe, reflect, and apply practice skills that assist individuals and/or groups to enhance their well-being from a strengths-based perspective.
17. Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
18. Research and illustrate knowledge of planned change processes, including intervention and termination, as may be appropriate at either the micro, mezzo, or macro level.
19. Demonstrates understanding of the following generalist practice roles at the micro level: Advocate, Broker, Teacher, Enabler, Mediator.
20. Develops a resource manual for new students in collaboration with colleagues.
21. Co-lead a weekly support group with field instructor.
22. Discuss with field instructor empirically based professional literature related to possible interventions to be used with the agency/organization's target population.
23. Provide ongoing case management for clients.
24. Act as a social broker to locate and match appropriate community resources with client needs.
25. Identify commonly used referral agencies. Become familiar with services of these agencies and appropriate referral policies and procedures.
26. Discuss with field instructor opportunities for micro, mezzo and macro level interventions within and outside the agency. Identify specific intervention that student will participate in.
27. Demonstrates understanding of the ways services are used for referrals and service delivery coordination by the field placement site.
28. Develop and provide a presentation on a relevant topic to agency staff, community group or other identified audience. Field Instructor will observe and critique.
29. Utilize information obtained from intake and assessment to develop a treatment plan.
30. Meet the client where they are and respect the right to self-determination.
31. Attend treatment team meetings where the client's goals are being discussed.
32. Student will work with field instructor to implement proper transitions and terminations with clients.
33. Student will re-evaluate and adjust goals and interventions as needed.

34. Student will monitor if interventions are effective.

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

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

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

Sample Student Learning Activities:

1. I will use a number of methods to evaluate the effectiveness of interventions, such as client report, worker observation, and rating scales.
2. Be open to feedback on practice from clients and supervisor to improve social work skills
3. Identify and apply social work theories as they apply to the process of evaluating outcomes of clients/patients within the agency.
4. Continually review goals and objectives with client to monitor progress.
5. Review client file(s) to determine progress toward agreed upon goals
6. Evaluate assessments/data collection and intervention practices during supervision.
7. Maintain communication and follow-up with client to determine client outcomes and potential success.
8. Identify and discuss with Agency Field Instructor, Faculty Field Liaison, or peers in practicum seminar, various theories about human behaviors as may be observed when working with clients (biological, social, cultural, psychological, and/or spiritual).
9. Research and illustrate knowledge of planned change processes, including evaluation and follow-up, as may be appropriate at either the micro, mezzo, or macro level.
10. Assist client systems in evaluating their own progress toward attaining goals.
11. Complete written discharge referrals on clients identifying progress towards goals and areas of unmet needs.
12. Analyzes progress in a given assigned work task and offers insights on behavior to client systems where appropriate.
13. Submit cases to supervisor for review and discuss client progress and any dilemmas presently experienced in practice (i.e.. Limit setting, vicarious trauma, etc.).
14. Student will be able to develop future recommendations and services to achieve best outcomes.
15. Student will engage in appropriate evaluation tools.
16. Student and field instructor will discuss and analyze evaluation tools used in agency.
17. Student will use evaluation findings to recommend better interventions to increase client's successful attainment of goals.
18. Identify pre and post assessments to evaluate interventions.
19. Use evaluations to identify successful and unsuccessful interventions.

Appendix M

BSW Learning Plan – (Tevera Form SW - 1034)



BSW Learning Plan

Student:

Semester:

Year:

Agency:

Agency Address:

City:

State:

Zip Code:

Agency Phone:

Field Instructor:

Field Instructor email address:

Task Supervisor (if applicable):

Task Supervisor email address (if applicable):

The learning plan is to be developed by the student and the field instructor (and task supervisor if applicable) during the first few weeks of the field placement (see syllabus for exact due 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 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 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. Please refer to the field manual for more information.

Generalist BASW Field Learning Plan

Competency #1: Demonstrate Ethical and Professional Behavior

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

Required Generalist	Students Tasks / Activities to	Measurement	Due Dates
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Practice Behaviors	Demonstrate Behavior		
a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
c. Use technology ethically and appropriately to facilitate practice outcomes.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
d. Use supervision and consultation to guide professional judgment and behavior.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

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

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

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

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

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

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

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group,		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion	☐ Mid-Term ☐ End of Term ☐ Ongoing

organizational, community, research, and policy levels; and		☐ Journal
b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.		☐ Observation ☐ Mid-Term ☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal

Competency #4: Engage In Practice-informed Research and Research-informed Practice

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

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply research findings to inform and improve practice, policy, and programs		☐ Observation ☐ Mid-Term ☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal	
b. Identify ethical, culturally informed, anti-racist, and anti-		☐ Observation ☐ Mid-Term ☐ Documentation ☐ End of Term	

professionals as appropriate. Social Workers:

Engage with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Engage with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Engage with Organizations and Communities

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply knowledge of human behavior		☐ Observation	☐ Mid-Term

oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal
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Competency #5: Engage in Policy Practice

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

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.		☐ Observation ☐ Mid-Term ☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal	
b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		☐ Observation ☐ Mid-Term ☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal	

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other

professionals as appropriate. Social Workers:

Engage with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Engage with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Engage with Organizations and Communities

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply knowledge of human behavior		☐ Observation	☐ Mid-Term

and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.		☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		☐ Observation ☐ Mid-Term ☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities

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

Assess Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		☐ Observation ☐ Mid-Term ☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal	
b. Demonstrate respect for client self-determination during the assessment process		☐ Observation ☐ Mid-Term ☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing	

by collaborating with clients and constituencies in developing a mutually agreed-upon plan		☐ Discussion ☐ Journal
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Assess Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Assess Communities and Organizations

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan		☐ Observation ☐ Mid-Term ☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal
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Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social Workers:

Intervene with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		☐ Observation ☐ Mid-Term ☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal	
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies		☐ Observation ☐ Mid-Term ☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal	

Intervene with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Engage with		☐ Observation ☐ Mid-Term	

clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies		☐ Observation ☐ Mid-Term ☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal

Intervene with Communities and Organizations

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		☐ Observation ☐ Mid-Term ☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal	
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies		☐ Observation ☐ Mid-Term ☐ Documentation ☐ End of Term ☐ Assignment ☐ Ongoing ☐ Discussion ☐ Journal	

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human

behavior and person-in-environment, as well as interprofessional conceptual frameworks, 2022 Educational Policy and Accreditation Standards 13 and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social Workers:

Evaluate Practice with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Select and use culturally responsive methods for evaluation of outcomes; and		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Evaluate Practice with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Measurement	Due Dates
a. Select and use culturally responsive methods for evaluation of outcomes; and		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Evaluate Practice with Communities and Organizations

Required Generalist	Students Tasks / Activities to	Measurement	Due Dates
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Practice Behaviors	Demonstrate Behavior		
a. Select and use culturally responsive methods for evaluation of outcomes; and		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		☐ Observation ☐ Documentation ☐ Assignment ☐ Discussion ☐ Journal	☐ Mid-Term ☐ End of Term ☐ Ongoing

Student's Weekly Field Schedule:

Mon (Hours)

Tues (Hours)

Wed (Hours)

Thurs (Hours)

Fri (Hours)

Field Instruction Weekly Supervision Schedule:

Day of the Week:

Time:

Date Field Placement Commences:

Ends:

Field Evaluation Due Date:

Student Signature: Date

Task supervisor Signature (if applicable): Date

Field Instructor Signature: Date

Faculty Liaison Signature: Date

Appendix N

Safety Assessment (Tevera Form SW – 1016)



Social Worker Safety Risk Assessment Tool

Environmental Factors

Does the worker have a complete address of the visit? (to avoid appearing lost or confused)

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Does the neighborhood pose special safety concerns?

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Is the visit scheduled at a time of day that is more risky than other times?

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Are there other factors that may pose a risk or danger (weather or disaster conditions, extreme heat or cold, icy roads)?

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Have any events occurred in the neighborhood within the last 48 hours that might increase risk (for example, homicides, abductions, robberies, drug raids)?

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Does the area have reduced reception for mobile devices (for example tunnels, rural areas)? Is there a strategy to address this factor?

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Has the agency been active in this community previously? Has it been a positive or negative relationship?

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

How will wearing an ID badge/driving a company car affect your relationship with your client and

within the community?

☐ Assessed

☐ Comments

☐ Does not apply

Comments:

Are there groups or individuals in the path to the home or near the location of the visit?

☐ Assessed

☐ Comments

☐ Does not apply

Comments:

Does accessing the space require the use of an elevator or flights of stairs?

☐ Assessed

☐ Comments

☐ Does not apply

Comments:

Are common spaces well-lit and clean?

☐ Assessed

☐ Comments

☐ Does not apply

Comments:

Are exits easily accessible?

☐ Assessed

☐ Comments

☐ Does not apply

Comments:

Who is likely to be in the client's home during home visit? (children, parents, other relatives or friends, pets, including guard dogs)

☐ Assessed

☐ Comments

☐ Does not apply

Comments:

Is/are the client, family members, or friends of the client known to engage in illegal activities in the home?

☐ Assessed

☐ Comments

☐ Does not apply

Comments:

Does anyone in the home have or is being treated for a communicable disease that can be transmitted through casual contact or are there any active infestations (bed bugs, fleas, etc) within the home?

☐ Assessed

☐ Comments

☐ Does not apply

Comments:

Is the family known to have weapons?

☐ Assessed

☐ Comments

☐ Does not apply

Comments:

Proposed Work Activities

Will the social worker engage in high-risk activities during the visit (for example, removing a child, notifying of a reduction in benefits, terminating parental rights, executing a civil commitment procedure, helping a domestic violence victim to a safe house, delivering other potentially unwelcome information)?

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Client Condition

Does the client have an active substance abuse problem, particularly with alcohol?

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Does the client have a mental illness or personality disorder, particularly if untreated?

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Does the client have a history of or frequent violent or threatening behavior?

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Does the client have a communicable disease?

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Worker Vulnerability

Working alone

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Visible physical conditions that increase vulnerability (pregnancy, disabilities, use of a cane or walking aid)

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Lack of experience

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Appearing timid, vulnerable, lost or confused

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Lax attitude and/or overconfidence

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Worker bias or stereotyping that causes over or under reaction to safety threats

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Attire (wearing jewelry and other valuables, high heeled shoes, and so forth) that adds to vulnerability

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Accessories (political buttons, religious jewelry) that may trigger reactions

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Appearance (for example tatoos, body piercings) that cannot be covered and that might attract/increase attention

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Lack of a safety plan

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Condition of Emergency Equipment That May Be Needed

Vehicle in good repair and working condition

☐ Assessed ☐ Comments ☐ Does not apply

Comments:

Mobile device fully charged

☐ Assessed

☐ Comments

☐ Does not apply

Comments:

Two way radio working

☐ Assessed

☐ Comments

☐ Does not apply

Comments:

Emergency telephone numbers available

☐ Assessed

☐ Comments

☐ Does not apply

Comments:

Discussion of the issue of safety with the client, formally as a mutual safety contract or informally as a discussion of mutual safety

☐ Assessed

☐ Comments

☐ Does not apply

Comments:

Student Signature: Date

Task Supervisor Signature (if applicable): Date

Field Instructor Signature: Date

Faculty Signature: Date

Appendix O

BSW Mid-Term Evaluation - (Tevera Form SW-1035)



BSW Midterm Evaluation

Student:

Semester:

Year:

Agency:

Field Instructor:

Task Supervisor (if applicable):

This evaluation serves to articulate activity and behavioral achievements that support CSWE's competencies as outlined in the 2022 Educational Policy and Accreditation Standards (EPAS), as well as the educational objectives of the PennWest BSW Program, and the learning goals of the student. It reflects the student's term in the field, and the activities collaboratively established in the student's Learning Plan.

The Field Instructor should evaluate the student at midterm and at the end of the semester 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.

If a student has a task supervisor in addition to their field instructor, the task supervisor must also review this evaluation, comment as necessary and sign the document.

Competency #1: Demonstrate Ethical and Professional Behavior

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

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
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a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.		
Comments:		
b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.		
Comments:		
c. Use technology ethically and appropriately to facilitate practice outcomes.		
Comments:		
d. Use supervision and consultation to guide professional judgment and behavior.		
Comments:		

Comments:

Competency Overall Score:

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

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

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and		
Comments:		
b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		
Comments:		

Comments:

Competency Overall Score:

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

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

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;		

and		
Comments:		
b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.		
Comments:		

Comments:

Competency Overall Score:

Competency #4: Engage In Practice-informed Research and Research-informed Practice

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

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Apply research findings to inform and improve practice, policy, and programs		
Comments:		
b. Identify ethical, culturally informed, anti-		

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

Engage with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.		
Comments:		
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		
Comments:		

Comments:

Engage with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.		
Comments:		
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with		

racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.		
Comments:		

Comments:

Competency Overall Score:

Competency #5: Engage in Policy Practice

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

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.		
Comments:		
b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		
Comments:		

Comments:

Competency Overall Score:

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive

clients and constituencies.		
Comments:		

Comments:

Engage with Organizations and Communities

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.		
Comments:		
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		
Comments:		

Comments:

Competency Overall Score:

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities

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

Assess Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Apply theories of human behavior and person-in-		

environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		
Comments:		
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan		
Comments:		

Comments:

Assess Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		
Comments:		
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan		
Comments:		

Comments:

Assess Communities and Organizations

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		
Comments:		
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan		
Comments:		

Comments:

Competency Overall Score:

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social Workers:

Intervene with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		

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

Comments:

Intervene with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		
Comments:		
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies		
Comments:		

Comments:

Intervene with Communities and Organizations

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency		

goals; and		
Comments:		
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies		
Comments:		

Comments:

Competency Overall Score:

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, 2022 Educational Policy and Accreditation Standards 13 and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social Workers:

Evaluate Practice with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Select and use culturally responsive methods for evaluation of outcomes; and		
Comments:		
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		
Comments:		

Comments:

Evaluate Practice with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Select and use culturally responsive methods for evaluation of outcomes; and		
Comments:		
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		
Comments:		

Comments:

Evaluate Practice with Communities and Organizations

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating
a. Select and use culturally responsive methods for evaluation of outcomes; and		
Comments:		
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		
Comments:		

Comments:

Competency Overall Score:

Midterm Evaluation Overall Score:

Task Supervisor Comments:

Task supervisor Signature (if applicable): Date

Field Instructor Comments:

Field Instructor Signature: Date

Student Comments:

Student Signature: Date

Faculty Liaison Comments:

Faculty Liaison Signature: Date

Appendix P

BSW Final Evaluation – (Tevera Form SW - 1036)



BSW Final Evaluation

Student:

Semester:

Year:

Agency:

Field Instructor:

Task Supervisor (if applicable):

This evaluation serves to articulate activity and behavioral achievements that support CSWE's competencies as outlined in the 2022 Educational Policy and Accreditation Standards (EPAS), as well as the educational objectives of the PennWest BSW Program, and the learning goals of the student. It reflects the student's term in the field, and the activities collaboratively established in the student's Learning Plan.

The Field Instructor should evaluate the student at midterm and at the end of the semester 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.

If a student has a task supervisor in addition to their field instructor, the task supervisor must also review this evaluation, comment as necessary and sign the document.

Competency #1: Demonstrate Ethical and Professional Behavior

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

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
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a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.			
Comments:			
b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.			
Comments:			
c. Use technology ethically and appropriately to facilitate practice outcomes.			
Comments:			
d. Use supervision and consultation to guide professional judgment and behavior.			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

Competency #2: Advance Human Rights and Social, Racial, Economic, and

Environmental Justice

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

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and			
Comments:			
b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

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

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

racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social Workers:

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and			
Comments:			
b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

Competency #4: Engage In Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to

develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social Workers:

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Apply research findings to inform and improve practice, policy, and programs			
Comments:			
b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

Competency #5: Engage in Policy Practice

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

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Use social justice,			

anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.			
Comments:			
b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social Workers:

Engage with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients			

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

Comments:

Engage with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.			
Comments:			
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.			
Comments:			

Comments:

Engage with Organizations and Communities

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Apply knowledge of human behavior and person-in-			

environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.			
Comments:			
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities

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

Assess Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients			

and constituencies; and			
Comments:			
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan			
Comments:			

Comments:

Assess Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and			
Comments:			
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan			

Comments:

Comments:

Assess Communities and Organizations

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and			
Comments:			
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate

effective transitions and endings. Social Workers:

Intervene with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and			
Comments:			
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies			
Comments:			

Comments:

Intervene with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and			
Comments:			
b. Incorporate			

culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies			
Comments:			

Comments:

Intervene with Communities and Organizations

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and			
Comments:			
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-

oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, 2022 Educational Policy and Accreditation Standards 13 and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social Workers:

Evaluate Practice with Individuals

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Select and use culturally responsive methods for evaluation of outcomes; and			
Comments:			
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.			
Comments:			

Comments:

Evaluate Practice with Groups and Families

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Select and use culturally responsive methods for evaluation of outcomes; and			
Comments:			
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and			

communities.			
Comments:			

Comments:

Evaluate Practice with Communities and Organizations

Required Generalist Practice Behaviors	Students Tasks / Activities to Demonstrate Behavior	Mid-Term Rating	Final Rating
a. Select and use culturally responsive methods for evaluation of outcomes; and			
Comments:			
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.			
Comments:			

Comments:

Competency Midterm Overall Score:

Competency Final Overall Score:

Midterm Evaluation Overall Score:

Final Evaluation Overall Score:

Task Supervisor Comments:

Task supervisor Signature (if applicable): Date

Field Instructor Comments:

Field Instructor Signature: Date

Student Comments:

Student Signature: Date

Faculty Liaison Comments:

Faculty Liaison Signature: Date

Appendix Q

Virtual Site Visit Form (Tevera Form SW- 1019)



Virtual Site Visit - Field Faculty Liaison Report

Student Name:

Field Site Name:

Field Instructor Name:

Date of Site Visit:

Attendees:

☐ Faculty Advisor ☐ Field Director ☐ Field Instructor ☐ Student ☐ Task Supervisor ☐ Other:

Is progress consistent with Learning Plan?

☐ Yes

☐ No

Is student receiving adequate and appropriate supervision with Field Instructor?

☐ Yes

☐ No

Is student making adequate progress in field hours?

☐ Yes

☐ No

Review of field site safety completed?

☐ Yes

☐ No

Brief Review of Field Experience:

Follow-up Needed?

☐ Yes

☐ No

Challenges:

Recommendations:

Field Faculty Liaison Signature: Date

Appendix R

Student Evaluation of the Agency and Field Instructor (Tevera Form SW – 1009)



Final Student Evaluation of Field Site and Field Instructor

Please choose what program you are in:

☐ BSW

☐ MSW

	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Poor (1 pt)
My field site provided orientation to the field site (for example - field site policy, roles, tasks, staff introductions, etc.)	☐	☐	☐	☐
Comments:				
My field instructor was available for weekly supervision.	☐	☐	☐	☐
Comments:				
My field instructor was available as needed outside of weekly supervision.	☐	☐	☐	☐
Comments:				
My expectation of workload and actual workload at placement coincided.	☐	☐	☐	☐
Comments:				
My field site provided opportunities for me to practice social work skills with clients.	☐	☐	☐	☐
Comments:				
My field site and field instructor provided me with the opportunities needed to meet the objectives of all 9 practice competencies as agreed upon at the beginning of the semester in my learning plan.				

	☐	☐	☐	☐
Comments:				

Additional Comments:

Student Signature: Date

Appendix S

Implicit Environment Assessment (Tevera Form SW – 1041)



Implicit Environment Survey

Purpose: A learning environment congruent with the values of the profession and the mission, goals, and context of the program is critical in shaping the professional character and competence of our social work graduates. Therefore, we are asking for your feedback on various non-academic aspects of the learning environment. The information gathered is designed to assess the program, not students. Feedback will be used to inform program development.

Overview: The first set of questions asks for demographic data. The next set of questions assesses your perceptions of Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in the program. Questions in the next section ask for feedback on Student Development in the program. And the last set of questions assesses the extent to which trauma-informed principles are being operationalized in the program.

Confidentiality and Expectations: Students are required to complete this survey to earn a passing grade in the course; however, this requirement will be graded solely on completion. All student responses will be reported in aggregate; no personally identifying information will be reported. All responses are confidential.

Demographic Information

Name:

Format:

- ☐ Online
- ☐ Face-to-face

Program:

- ☐ Social Work Program Advanced Standing (33-credit program)
- ☐ Social Work Program Regular Standing (60-credit program)
- ☐ BSW

Plan of Study

- ☐ Full-time
- ☐ Part-time
- ☐ Some full and some part-time

Age

Gender:

- ☐ Woman
- ☐ Man
- ☐ Non-binary
- ☐ Prefer not to say
- ☐ Other:

Racial or ethnic background [Select all that apply]

- ☐ Black or African American
- ☐ Asian
- ☐ White
- ☐ Hispanic or Latinx
- ☐ Native American or Indigenous
- ☐ Middle Eastern or North African
- ☐ Other:

Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

Directions: Please rate your level of agreement with the statements below. The statements are intended to assess how well the program demonstrates continuous efforts to create a learning environment that affirms Anti-Racism, Diversity, Equity, and Inclusion (ADEI).

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel a sense of belonging in the program.	☐ 1	☐ 2	☐ 3	☐ 4
I am given as many opportunities as other students to succeed in the program.	☐ 1	☐ 2	☐ 3	☐ 4
I can be myself without any fear when interacting with classmates, professors, and staff during class or while engaged in online social events.	☐ 1	☐ 2	☐ 3	☐ 4
Classmates treat me with dignity and respect.	☐ 1	☐ 2	☐ 3	☐ 4
Professors and administrative staff treat me with dignity and respect.	☐ 1	☐ 2	☐ 3	☐ 4
I am comfortable discussing my				

beliefs, background, and cultural experiences in my coursework and with my classmates and professors.	☐ 1	☐ 2	☐ 3	☐ 4
I am comfortable discussing issues related to Anti-Racism, Diversity, Equity, and Inclusion in my classes.	☐ 1	☐ 2	☐ 3	☐ 4
I am viewed as competent by my classmates.	☐ 1	☐ 2	☐ 3	☐ 4
I am viewed as competent by faculty and staff.	☐ 1	☐ 2	☐ 3	☐ 4
The program promotes Anti-Racism, Diversity, Equity, and Inclusion and makes these topics a priority.	☐ 1	☐ 2	☐ 3	☐ 4
I have a broad understanding of Anti-Racism, Diversity, Equity, and Inclusion.	☐ 1	☐ 2	☐ 3	☐ 4
Courses integrate adequate resources and materials that reflect diverse perspectives and backgrounds.	☐ 1	☐ 2	☐ 3	☐ 4
I experienced or witnessed discrimination, bias, or				

microaggressions in one or more of my classes or online social events.	☐ 1	☐ 2	☐ 3	☐ 4
I am aware of and understand how to report incidents of discrimination, harassment, or bias in the program.	☐ 1	☐ 2	☐ 3	☐ 4
In its approach to ADEI, the program acknowledges and addresses issues of intersectionality (i.e., the interconnected nature of social categorizations such as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status).	☐ 1	☐ 2	☐ 3	☐ 4
Overall, I feel like a valued member of the Program.	☐ 1	☐ 2	☐ 3	☐ 4

What specific actions or initiatives would you like to see implemented to improve Anti-Racism, Diversity, Equity, and Inclusion?

Do you have any additional comments or suggestions related to ADEI in the learning environment?

	Strongly Disagree	Disagree	Agree	Strongly Agree
The program supports the diverse educational				

needs of students.	☐ 1	☐ 2	☐ 3	☐ 4
Program professors and staff are knowledgeable about university resources (e.g., educational, financial, emotional wellbeing).	☐ 1	☐ 2	☐ 3	☐ 4
Program professors and staff would refer me to resources (e.g., educational, financial, emotional well-being) if needed.	☐ 1	☐ 2	☐ 3	☐ 4
Program policies are clear and understandable (e.g., admission, advisement, termination, field placement expectations).	☐ 1	☐ 2	☐ 3	☐ 4
I am aware of the social work program's policies and procedures for appeals of grades and policy decisions.	☐ 1	☐ 2	☐ 3	☐ 4
I am aware of the social work program's policies and procedures for appeals of grades and policy decisions.	☐ 1	☐ 2	☐ 3	☐ 4
Program professors and staff are knowledgeable about PennWest				

academic policies and regulations (e.g., course withdrawal, leave of absence, grade appeal).	☐ 1	☐ 2	☐ 3	☐ 4
If I had concerns about courses or instructors, program professors and staff would listen and try to address my concerns.	☐ 1	☐ 2	☐ 3	☐ 4
The field office helps prepare me to make a successful transition into field placement.	☐ 1	☐ 2	☐ 3	☐ 4
I am satisfied with the field placement advisement I receive from the field office.	☐ 1	☐ 2	☐ 3	☐ 4
My courses help prepare me to succeed in my field internship.	☐ 1	☐ 2	☐ 3	☐ 4
My field internship site values me, my educational needs, and my professional goals.	☐ 1	☐ 2	☐ 3	☐ 4
The program encourages opportunities for involvement in out-of-class activities (e.g., Social Work Association of Graduate Students (SWAGS), honor society, professional				

development opportunities, social events).	☐ 1	☐ 2	☐ 3	☐ 4
The program encourages student participation in governance.	☐ 1	☐ 2	☐ 3	☐ 4
The program encourages student feedback on changing or modifying the curriculum.	☐ 1	☐ 2	☐ 3	☐ 4
Program advisors respond promptly when contacted regarding advisement concerns.	☐ 1	☐ 2	☐ 3	☐ 4
Program advisors are flexible when scheduling a mutually convenient time to discuss advisement concerns.	☐ 1	☐ 2	☐ 3	☐ 4
Program advisors provide enough time to adequately address my concerns during advisement discussions.	☐ 1	☐ 2	☐ 3	☐ 4
Program advisors are knowledgeable about the courses I need to meet graduation requirements.	☐ 1	☐ 2	☐ 3	☐ 4
Program advisors are able to suggest an appropriate				

order in which to complete my courses.	☐ 1	☐ 2	☐ 3	☐ 4
I am satisfied with the course-related advisement I receive in the program.	☐ 1	☐ 2	☐ 3	☐ 4
I am satisfied with the career advisement I receive in the program.	☐ 1	☐ 2	☐ 3	☐ 4
The program encourages self-care.	☐ 1	☐ 2	☐ 3	☐ 4
Program faculty are good role models of professionalism.	☐ 1	☐ 2	☐ 3	☐ 4
The program demonstrates the six core social work values of service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence	☐ 1	☐ 2	☐ 3	☐ 4
Overall, the program faculty and staff are supportive and care about me.	☐ 1	☐ 2	☐ 3	☐ 4

What specific actions or initiatives would you like to see implemented to improve efforts related to admissions, advisement, retention, or termination?

Do you have any additional comments or suggestions related to admissions, advisement, retention, or termination?

Appendix T

Field Instructor Evaluation of the Social Work Program (Tevera Form SW – 1044)



Field Instructor Evaluation of the PennWest Social Work Program

Are you providing supervision to a BSW or MSW student?

☐ MSW

☐ BSW

Are you providing supervision on-site or off-site?

☐ on-site

☐ off-site

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The Field Office maintained communication with Field placement sites.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
The Field Office provided relevant information and documents through Tevera that were needed for field instruction, including the Field Education Manual.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
The Field Office provided orientation and training for Field Instructors and Task Supervisors.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
The Field Office provided technical assistance with access to Tevera as needed.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Tevera was an effective tool throughout the field experience.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
The Field Education Program was well organized.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
The Faculty Liaison					

demonstrated knowledge and experience in the field.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
The Faculty Liaison was available to the Field Instructor and/or Task Supervisor to support the field instruction process and assist in resolving concerns during the placement.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
The Faculty Liaison met virtually with student and site Field Instructor and/or Task Supervisor at least one time during the placement to discuss the practicum and the student's progress.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
The program promotes Anti-Racism, Diversity, Equity, and Inclusion and makes these topics a priority.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Faculty Liaison was supportive of supervisor's role as field instructor.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
Faculty Liaison was available when needed and I knew how to contact them.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
The Social Work Program effectively prepares students for their Field Practicum.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

What are the current trends in the social work practice community that you think PennWest should consider incorporating into the social work curriculum to better prepare students?

Comments:

Field Instructor Signature: Date