



Penn
Social Policy & Practice
UNIVERSITY of PENNSYLVANIA

FIELD EDUCATION MANUAL

www.sp2.upenn.edu/msw/field

215.898.5530

The passionate pursuit of social innovation, impact, & justice.

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GENERAL INFORMATION

WELCOME FROM THE OFFICE OF FIELD EDUCATION

Thank you for your interest in field education. We hope you find the following information helpful. The University of Pennsylvania's School of Social Policy & Practice considers field education an integral part of the MSW program. Indeed, the Council on Social Work Education defines field education as its signature pedagogy. The goal of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the agency setting. It is a basic precept of social work education that the two interrelated components of academic pursuits and field work are of equal importance within the curriculum. Whether you are a current or prospective student, a social service agency, or a field instructor, we hope this manual answers your questions. If not, please reach out to us so we can offer guidance.

Warmly,

Eda Kauffman, LCSW – Director of Field Education

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THE PURPOSE OF THE FIELD PLACEMENT MANUAL

This manual is intended to provide the reader with access to frequently asked questions as well as provide an in depth explanation of the purpose and function of field education at the School of Social Policy & Practice. Material is provided for current students, prospective students, field instructors and those interested in providing field education opportunities for SP2 students.

FAQ'S

WHEN DOES FIELD PLACEMENT BEGIN AND END?

Field dates correspond to the program in which a student has enrolled. Most students begin in September. Part-time and advanced standing students begin and end their field work at different times throughout the year. See below for specific information regarding field dates.

If you are a **Full-time Two Year** student you will begin your placement in September and end at the end of the spring semester. This will be your schedule for both years that you are at SP2.

If you are an **Advanced Standing** student you will begin your placement the first week of July and end at the end of the spring semester.

If you are **Part-time** student you have two different start dates for you field placement.

1. Your Foundation (1st year) placement begins in September alongside the full-time two year students. In order to complete the required number of hours you will, however end later. Your placement ends the last week in June.
2. Your Advanced (2nd year) placement begins the last week of July or the first week of August (specific date is in school calendar) in order to give you ample time to complete the required hours in the field. It ends at the close of the spring semester so that you are able to graduate with your cohort.

Please refer to the [SP2 calendar](#) for specific dates and other pertinent information

CAN I CHOOSE MY FIELD PLACEMENT?

Students do not arrange their own placements. Your field placement is a significant part of your academic record and, as such, should originate from SP2's Field Education Office. The Field Education staff works in conjunction with practice faculty and students to ensure that field experience will support academic coursework and enhance professional growth.

For the **Foundation Year** (1st year) and **Advanced Standing** students, the Field Education department reviews incoming students' background, experience, and areas of interest to match

students with agencies. Staff uses this information to make thoughtful decisions regarding where to place students. Students are notified of their placement by the Field Office.

Advanced (2nd year) students begin the process of securing their placement in January of their Foundation year (1st year). These students meet in-person with Practice Faculty in consultation with the Field Office to choose agencies and areas of practice for their Advanced Year field placement. The Field Education Office provides a large selection of placement options to consider.

CAN I DO MY FIELD PLACEMENT WHERE I WORK?

Some students are able to use their work site as a field placement. In order for a work-site to be a successful field placement the following is required: You must have been employed for at least 6 months and passed the probationary period. You must have a new supervisor for the hours dedicated to your field placement. Lastly, you must be assigned to a new area of practice in your agency for the hours dedicated to your field placement. See pages 29-35 for a full list of requirements.

ARE THERE ANY SPECIFIC REQUIREMENTS THAT MAY IMPACT MY CHOICE OF A FIELD PLACEMENT SITE?

Some agencies require flexible work hours and/or days. FBI, Criminal Background, and/or Child Abuse clearances may be required. Occasionally a car for travel is required. Some agencies state that foreign language skills are beneficial for a successful placement experience.

WHAT DAYS OF THE WEEK AM I IN FIELD PLACEMENT?

This depends on what year, program, and time of year you are in the field. The following outlines the days for each program:

MSW PROGRAM	Summer	Fall	Spring
Full time 2 year: Foundation (1st year)	N/A	M,Th, F	M, Th, F
Full time 2 year: Advanced (2nd year)	N/A	M, T, F	M, T, F
Advanced Standing	July-Aug. M,W, F	M, T, F	M, T, F
Part time Foundation (1st year placement)	N/A	Days/times depend on student availability and agency options	Days/times depend on student availability and agency options. Students are expected to continue in field through the end of June.
Part time Advanced (2nd year placement)	July/August start	Days/times depend on student availability and agency options	Days/times depend on student availability and agency options

IF I AM A PART-TIME STUDENT, HOW MANY HOURS A WEEK WILL I NEED TO COMMIT TO FIELD PLACEMENT?

Part-time students complete 16 hours in the field per week. In the Foundation Year students are in the field from September through June. Advanced Year students complete their field hours from July/August through April. Each week, at least 8 of the 16 hours must be completed during the agency’s regular business hours.

WILL I RECEIVE A GRADE FOR FIELD PLACEMENT?

Students will receive an evaluation of their performance in field each semester of both years. Placement performance is evaluated in terms of Pass, Marginal Pass, or Fail standards. This evaluation will be factored in determining grades for Social Work Practice courses: SWK604, SWK614, SWK704, SWK714, SWK708 and SWK718.

IF I DO NOT HAVE A CAR, HOW WILL I BE ASSIGNED TO A FIELD PLACEMENT SITE?

The Field Education Office takes into consideration whether students have their own car or will require the use of public transportation to their agency. Students who do not have a car are expected to utilize public transportation.

IF I AM PLANNING TO LIVE OUTSIDE OF PENNSYLVANIA AND COMMUTE TO CLASSES, CAN I BE PLACED IN AN AGENCY NEAR MY RESIDENCE?

The Field Office offers opportunities for placements in several states as well as Pennsylvania locations outside of the Philadelphia area. Students are encouraged to discuss a need for placement outside of the Philadelphia area early in the placement process so that a strong placement opportunity can be secured.

WILL I GET TO INTERVIEW AT MY FIELD PLACEMENT?

It is the expectation that students will interview at their field sites before they are accepted for placement. Some agencies are agreeable to phone or Skype interviews for students who are unable to interview in person due to geographical distance.

DOES MY SUPERVISOR HAVE TO BE AN MSW?

All first year field placements include supervision by an MSW. In the second year the School offers an Integrative Seminar for students placed in agencies who are supervised by a non-MSW supervisor.

SONIA

SP2 uses a platform called [Sonia](#) which provides online assessment tools. This online system allows SP2 to monitor field learning. The learning goals outlined in the field evaluation are based on the professional competencies developed by the Council on Social Work Education (CSWE) which provides oversight to accredited MSW programs and ensures educational and field goals are met in order to graduate well-prepared social workers.

Students and Field Supervisors will use Sonia Online to view and complete field evaluations for the MSW program.

STUDENTS AND FACULTY ACCESS SONIA ONLINE

Field Supervisors: you will receive emails from Sonia Online outlining the process for completing the online evaluation for your student(s).

SP2 students: You will enter your Penn Key and password to log in to [Sonia Online](#) via the SP2 website. <https://soniportal.sp2.upenn.edu/School.aspx>

TECHNICAL SUPPORT

If you have technical difficulties or questions regarding Sonia Online, please email Mona Freedman in the Field Office at monaf@upenn.edu.

CALENDAR AND FIELD DATES

The following outlines the field dates for the academic year 2020-2021. This information can also be found on the [SP2 website](#).

FIELD DATES ACADEMIC YEAR 2020-2021

SUMMER SESSION 2020

JULY 2020

7/6 Monday: Advanced Standing New Student Orientation

7/7 Tuesday: Advanced Standing Classes begin (Summer Session II)

7/13 Monday: Advanced Standing Field Placement begins (M, W, F)

7/27 Monday: Field Placement begins for Advanced year Part-time students

AUGUST 2020

8/20 Thursday: Advanced Standing summer classes end (Summer Session II) but field continues

8/21 Friday: Last day of Advanced Standing summer field placement (M, W, F schedule ends)

8/26-28 Monday-Friday: New Student Orientation activities

8/24-28 Monday-Friday: Advanced Standing summer break; no classes/field

8/31 Monday: Advanced standing students begin new M, T, F schedule for field placement

FALL SEMESTER 2020

AUGUST 2020

8/31 Monday: SP2 Convocation and MSW orientation

SEPTEMBER 2020

9/1 Tuesday: First Day of Class (University and SP2)

9/7 Monday: Labor Day. No classes or field

9/8 Tuesday: Field placement begins for Advanced year full-time students

9/10 Thursday: Field placement begins for Foundation year students (full-time and part-time)

NOVEMBER 2020

11/24 Tuesday: No field placement. Students follow THURSDAY class schedule
11/25 Wednesday: No field placement. Students follow FRIDAY class schedule
11/26-27 Thursday and Friday: Thanksgiving break. No field placement or class

DECEMBER 2020

12/7 Monday: MSW Field Placement Evaluation due for fall semester
12/14 Monday: Last day of MSW classes
12/15-17 Tuesday-Thursday: Make up class period
12/18 Friday: Field placement ends

SPRING SEMESTER 2021

JANUARY 2021

1/4 Monday: Field Resumes
1/13 Wednesday: Classes Resume. Students follow MONDAY schedule
1/14 Thursday: Classes continue. Students follow THURSDAY schedule
1/18 Monday: MLK Day – No classes/field

MARCH 2021

3/6-14 Monday-Friday: Spring Break. No class or field

APRIL 2021

4/9 Friday: Field evaluations due for spring semester
4/23 Friday: Last day of field placement for all Full-time Foundation, Full-time and Part-time Advanced Year and Advanced Standing students
4/29-30 Thursday: Make up class period

MAY 2021

5/15 Saturday: SP2 Commencement Ceremony
5/17 Monday: Commencement

JUNE 2021

6/25 Friday: Last day of field for Foundation Part-time students

ROLE AND PURPOSE OF FIELD EDUCATION

PURPOSE OF FIELD EDUCATION IN THE MSW PROGRAM

Field education is an integral part of the MSW curriculum. The Council on Social Work Education (CSWE) defines field education as its signature pedagogy. Signature pedagogy represents the central form of instruction or learning in which a profession socializes its students to perform the role of practitioner. Field Experience and Practice class are viewed as complementary parts of an integrated social work education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical work of an agency setting. Field education is systematically designed, supervised, and evaluated based on criteria developed in accordance with CSWE education standards. Field placements are determined based on academic expectation, the students' educational needs and objectives, and agency opportunities. Field practice provides students with: (1) learning experiences directly related to the academic/classroom curriculum (2) opportunities to test what they have learned and (3) means of evaluating their own social work practice. Student experiences in field practice are also integrated into classroom work and learning.

INTRODUCTION TO THE MSW PROGRAM AND THE ROLE OF FIELD EDUCATION

SP2 students are required to complete field education as part of the MSW curriculum. Students complete this component of their social work education through participation in supervised field placement experiences at agencies or institutions that have entered into a contractual arrangement with the School of Social Policy & Practice's Social Work program. Each student is placed with a field instructor who provides on-site supervision at an agency.

Agencies function as learning laboratories, giving students valuable exposure to the full range of functions, responsibilities, challenges and opportunities today's social workers experience.

MSW students must complete two internships in social service. We are able to offer placements in states outside of the Tristate area and have an ever evolving database of over 450 agencies. We strive to have diverse learning opportunities for our students that include, among many areas of practice, child welfare, justice, health, and education. Each year, the Field Office is responsible for ongoing evaluation of agency placements, maintaining existing agency relationships and developing new sites. In a typical year, up to 35 new agencies are developed.

FOUNDATION PLACEMENT

Foundation-year placements orient students to the profession, enabling them to provide direct service to individuals, families, groups, organizations and communities. Students also learn core practice skills, including psychosocial assessment, clinical interviewing and evaluation, with an emphasis on helping clients of different ages, gender/family constellations, sexual orientation, economic, and racial and cultural backgrounds.

ADVANCED YEAR PLACEMENT

The advanced year, or concentration-year, placement builds on the foundation of the first year, enabling students to develop advanced skills and knowledge in either clinical or macro practice. Students have significant input into the placement request although no specific placement is guaranteed.

FIELD CABINET

The Field Cabinet, organized in 1974, provides field instructors with the opportunity to participate in the School's curriculum development and decision-making process. Ten to twelve field instructors are selected to represent Foundation, Advanced Clinical, Advanced Macro, and a variety of fields of practice. They make up the Field Cabinet and are actively involved in various School committees and promote School/agency collaboration through general meetings of the Council

MSW PROGRAM INFORMATION

MSW PROGRAM OVERVIEW

The MSW program promotes the profession of Social Work by educating students to become leaders for social change. SP2 prepares social workers to be highly competent professionals who are skilled at providing effective service, integrating interdisciplinary knowledge, theory, and social work values with practice to address social needs. The MSW program generates knowledge for application in the field and inspires students to academic and practice excellence. The philosophy of the program embraces diversity and promotes social change in order to achieve a more just society.

THE GOALS OF THE MSW PROGRAM

PREPARE STUDENTS FOR PROFESSIONAL PRACTICE.

- Prepare students for professional social work practice in a variety of systems and settings with diverse client populations.
- Educate students for advanced practice in an identified area of concentration in either clinical or macro practice.
- Foster the use of social work knowledge, skills, values, and ethics in all aspects of their professional activities.
- Cultivate leadership for social change and in the development of social service delivery systems.
- Cultivate a climate of critical inquiry.

ADVANCE KNOWLEDGE RELEVANT TO SOCIAL WORK PRACTICE AND SOCIAL WELFARE.

- Infuse and develop interdisciplinary knowledge into social work and social welfare.
- Develop and evaluate innovative models of social work practice and service delivery to respond to extant and emerging needs of client systems.
- Identify and analyze existing and emerging social problems.
- Disseminate knowledge on social problems.

CRITICALLY EXAMINE THE HISTORICAL AND CONTEMPORARY MANIFESTATIONS OF INSTITUTIONAL OPPRESSION AND PROMOTE DISTRIBUTIVE AND SOCIAL JUSTICE.

- Develop a critical framework for understanding racism and other forms of oppression.
- Learn and apply change strategies in social agencies to promote social justice, including race and gender equity.

THE PENN APPROACH

Since its founding in 1908, the University of Pennsylvania School of Social Policy & Practice has articulated a social philosophy that shapes the social work program the School offers, the research it undertakes, and the leadership it provides to the profession. This statement of social philosophy – *The Penn Approach* – is first and foremost an evolving document. It is continuously revised to reflect the changing requirements of those in greatest need in our society. It also reflects the faculty's commitment to introduce MSW students to a variety of perspectives related to social work practice, social change, social policy, research, racism and oppression, and the nature of human behavior in the social environment. *The Penn Approach* is not a static or dogmatic approach to practice, but rather is descriptive of a perspective of critical and constructive inquiry.

The Penn Approach to the education of future social work professionals includes the unique contributions to the values of the profession and four major perspectives:

- a clear understanding and respect for the past;
- analysis of current professional issues;
- a vision of the future that reflects a commitment to social change; and
- knowledge appreciation and knowledge generation on local, national, and global issues

THE PENN APPROACH TO SOCIAL WORK PRACTICE TODAY: MAJOR PRINCIPLES

Built on this rich history, *The Penn Approach* reflects ongoing refinement and expansion of the Functional concepts and principles of social work practice within the context of a pluralistic complex and ever-changing society. According to *The Penn Approach*, the helping process is incomplete unless the social work practitioner engages in a continuous process of planned change to improve the delivery of services and link social resources to the areas of greatest need according to values of distributive justice. These principles apply to the work of Penn practitioners with all client systems: individuals, families, organizations, neighborhoods, and entire communities locally, nationally and globally. They apply equally to the functions of

agencies, the functions of social workers as professionals, and functions in social work education.

Nine principles comprise *The Penn Approach*:

- Client Empowerment
- Mutual Respect between Practitioner and Client
- Attention to Group-Based Social Inequalities
- A Structured Solution-Focused Process
- Agency Purpose and Function
- Planned Social Change
- Monitoring Change
- Advocating for the Redistribution of Social Resources
- Fostering a Climate of Inquiry

THE PENN APPROACH: BEYOND THE YEAR 2005

The Penn Approach will continue to expand upon these nine principles to meet the societal needs of the 21st Century. Social workers have long understood that neither individual nor environmental change efforts, in isolation, is sufficient to enhance clients' well-being or to change social policies that fail to address clients' needs adequately. The Penn School of Social Policy & Practice's history of service to oppressed, disadvantaged, and vulnerable people will be reflected in its continuing commitment to eradicating social and economic inequalities.

Toward these ends, the Penn School of Social Policy & Practice offers a curriculum that integrates the development of practice skills with research, the study of specific social problems and social policies, theories and methods of social change, knowledge about human relationships, and individual and societal responses to institutional racism and other "-isms." Students learn to analyze and intervene in complex individual and social issues using both interpersonal and systemic perspectives to address people's problems.

The Penn Approach continues to prepare social workers to meet the changing service and professional needs at the local, national, and global level. These needs include: 1) the ability to understand and practice in the environment of managed care and increased privatization of services; 2) knowledge about and skills in case management; 3) knowledge about and skills in program planning and development; 4) knowledge about the creation and maintenance of community and social support networks; 5) knowledge about the provision of social skills training for clients; 6) understanding of the needs of racially and ethnically diverse client populations and appreciation of the significance of cultural differences in the development of helping strategies; 7) knowledge about the creative use of modern technologies in enhancing

service provision; and 8) knowledge about skilled management of human service organizations. Penn social workers also learn how to work with organizations, neighborhoods, informal social networks, and government to access and mobilize increasingly scarce resources for clients, and to influence social and economic policies to improve the quality of life all members of society.

SOCIAL WORK EDUCATION'S CORE COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE) is the accrediting body for all MSW programs. Their standards both inform and guide SP2's academic standards. CSWE has designated Field Education the status of social work's signature pedagogy. As such, field work reflects the core competency and practice behaviors in assignment of duties and evaluation of learning. Below are the Core Competencies.

CSWE CORE COMPETENCIES

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities through engagement, assessment, intervention and evaluation.

MISSION STATEMENT OF THE MSW PROGRAM

The MSW program promotes the profession of social work by educating students to become leaders for social change. We prepare them to be highly competent professionals who are skilled at providing effective service, integrating interdisciplinary knowledge, theory, and social work values with practice to address social needs. The MSW program generates knowledge for

application in the field and inspires students to academic and practice excellence. The philosophy of the program embraces diversity and promotes social change in order to achieve a more just society.

CURRICULAR STRUCTURE

The MSW curriculum is divided into two parts: the Foundation curriculum, which provides an orientation to the profession and a basis for understanding practice with individuals, families, groups, and communities, and the Advanced curriculum, which enables students to focus on their chosen area of practice.

FOUNDATION CURRICULUM

The Foundation portion of the MSW program provides the base for the Advanced portion of the curriculum. Foundation courses introduce students to a generalist orientation, one that seeks to make explicit social work concepts and principles that under gird work with individuals, families, groups, communities and systems. The foundation curriculum also seeks to broaden the students' perception and involvement beyond the level of the individual and family by looking at groups, organizations and communities within the context of the political, social, global, and economic environment.

FOUNDATION CURRICULUM OBJECTIVES

- Apply critical thinking skills within the context of professional social work practice.
- Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
- Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
- Understand and interpret the history of the social work profession and its contemporary structures and issues.
- Apply knowledge and skills of a generalist social work perspective to practice with systems of all sizes.

- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
- Analyze, formulate, and influence social policies.
- Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
- Use communication skills differentially across client populations, colleagues, and communities.
- Use supervision and consultation appropriate to social work practice.
- Function within the structure of organizations and service delivery systems and seek necessary organizational change.

ADVANCED YEAR CURRICULUM

In the Advanced year of the MSW program, students select a method of concentration: clinical or macro practice. Students take a required year-long practice course in their concentration plus at least one practice elective in their chosen concentration. As in the foundation portion, the advanced portion of the curriculum is concerned with the holistic nature of social work practice. Students learn to intervene in a variety of social-environmental systems impinging on people, focusing their learning on mastery of relevant concepts and methodological approaches appropriate to the practice context. Major emphasis in the field experience may be on either clinical practice or macro practice. The field experience in conjunction with classroom theory provides students with professional preparation that can be used following graduation in a variety of settings.

The Clinical and Macro Practice Concentrations have the same objectives. They are realized, however, in relation to the requirements of each concentration. Both Clinical and Macro students will address the following concentration objectives in their respective courses and field work:

Students will master advanced knowledge that supports their development as a clinical or macro social work practitioner in:

- practice intervention theories and frameworks
- social work research methods
- environmental contexts

Students will demonstrate the following skills in a highly differentiated, discriminating, and self-critical way in either a clinical or macro practice setting:

- apply practice skills based on relevant and current conceptual frameworks or practice theories in their area of practice;
- use methods of intervention that are specific to their concentration; and
- assess the effectiveness of interventions in their practice.

Students will apply professional ethics and values to increasingly complex and nuanced situations in their practice, including:

- integration of strategies of ethical decision-making to guide intervention in clinical or macro practice;
- integration of the centrality of diversity and ethical responsibility as a change agent (social justice) into all aspects of one's professional behavior.

CLINICAL CONCENTRATION

Clinical courses expand upon foundation learning by introducing theories and methods that are particular to working with individuals, families, and groups. The theories include psychodynamic, cognitive-behavioral, and family (e.g., structural, intergenerational) and group (existential) practice theories. Particular attention is given to assessment and intervention from different theoretical perspectives and practice with individuals and families at risk.

MACRO CONCENTRATION

The advanced year macro practice curriculum provides conceptual frameworks and skills needed to intervene in communities, agencies, coalitions and large systems. The macro framework examines problems/issues, populations and arenas of interventions within the context of the political, social and economic policies and multicultural aspects of the environment. The specific advanced intervention approaches include community organizing, social policy, and social planning, as well as management and administration.

MSW PROGRAM OPTIONS

Penn offers four different MSW program options, enabling students to choose the course of study that best fits with their personal circumstances and career goals: the two-year *Full-Time* program, the three-year *Part-Time* program, the *Advanced Standing* program, and the *Employed Practitioners* program. Additionally, the Penn MSW program accepts students from Pennsylvania's CWEL program.

The full-time MSW program is two-year program designed for students who have chosen to pursue a graduate social work degree and are prepared to matriculate on a full-time basis.

Part-time MSW Program is a three-year program designed for students who have chosen the profession but are not prepared to matriculate on a two-year basis.

Employed Practitioners Program is a three-year MSW program for experienced professionals who work full-time, have been employed for a minimum of two years in a social service agency, are under the supervision of an MSW with substantial experience, and want to pursue an MSW on a part-time basis while continuing to work and be supervised at their place of employment.

Advanced Standing Program (Full-time) is designed for exceptional BSW students who have *graduated from a CSWE-accredited BSW program within the past five years*. A limited number of students are accepted into this program. Students in Advanced Standing begin graduate studies in the summer, followed by two semesters of full-time study during the academic year.

DUAL DEGREES

Penn's School of Social Policy & Practice promotes interdisciplinary collaboration. Among the many ways we collaborate with our colleagues at Penn's other 11 professional and graduate schools is through our dual degree programs. The Field Office takes in to consideration the areas of interest related to dual degrees when identifying a field placement. The following briefly describes the dual degrees offered at SP2.

MSW/BACHELOR OF ARTS (BA)

This sub-matriculation program is an exciting opportunity for committed, exceptional students in the School of Arts and Sciences at the University of Pennsylvania who want the challenge of working directly with clients or with community-based social service organizations as they earn a BA and MSW in 5 years of study.

MSW/JURIS DOCTOR (JD)

Graduates are prepared to assume positions of leadership in law and social policy, ready to actively pursue a more just society, and to initiate and implement viable systems change by applying their training in both professions.

MSW/MASTER IN LAW (ML)

This program prepares graduates for careers in social work arenas that may overlap with our legal system, including advocacy, criminal justice, immigration, agency management, policy, and more.

MSW/MASTER OF BUSINESS ADMINISTRATION (MBA)

The dual MSW/MBA program emphasizes multi-dimensional skills and competencies from the fields of business and social work. The program is designed for a limited number of mature students with some supervisory and/or administrative experience. Field internships are arranged in management and policy research and development in such sites as social welfare organizations, hospitals, philanthropic foundations, and government.

MSW/MASTER OF BIOETHICS (MBE)

The MSW/Master of Bioethics (MBE) is a dual degree program sponsored by the School of Social Policy & Practice and the Center for Bioethics. The aim of the dual degree program is to prepare students to be leaders in bioethics-related, research-based program and policy venues in the social services, life sciences and medicine. This dual degree program blends the like missions and values of social work and medicine for equitable service provision, knowledgeable development of ethical policies, and just decision making in the 21st century global environment of rapid technological and social change.

MSW/MASTER OF CITY PLANNING (MCP)

Graduates of the dual degree in social work and city and regional planning will gain broad knowledge about the interrelation of the physical, social, and economic systems for urban community services; competence in analysis and development of intervention strategies to humanize these services; and the development of a philosophical base for professional practice that instills a commitment to improve the quality of life for people in urban communities.

MSW/MASTER OF PUBLIC ADMINISTRATION (MPA)

This program, administered jointly by the School of Social Policy & Practice and the Fels Institute of Government, prepares students for leadership in government service and private and social service organizations closely associated with the public sector.

MSW/MASTER OF PUBLIC HEALTH (MPH)

This dual degree program prepares graduates to use their careers to address differential access and treatment in health domains and to promote human and social well-being, whether at micro (clinical practice) or macro (societal and policy) levels.

MSW/MASTER OF SCIENCE IN CRIMINOLOGY (MS)

This program prepares graduates for policy and/or administrative positions in criminal justice practice or policy, law, and governmental or non-governmental crime prevention agencies.

MSW/MASTER OF SCIENCE IN EDUCATION (MSED)

This program prepares graduates to be leaders in educational administration, student support services, or supervision. The MSW degree is also designed for students preparing for leadership roles in an array of administrative positions.

MSW/MASTER OF SCIENCE IN NONPROFIT LEADERSHIP (NPL)

This program combines the efforts of social work and nonprofit leadership to support students passionate about social change and social impact on both the micro (clinical practice) and macro (societal and policy) levels.

MSW/MASTER OF SCIENCE IN SOCIAL POLICY (MSSP)

This program prepares graduates for leadership positions in government, philanthropic foundations, research institutes, nonprofit and non-governmental organizations, and other related settings.

MSW/PHD IN SOCIAL WELFARE (PHD)

This program is designed for applicants whose long-range goals and past experiences are consistent with the aims of both programs and who wish to advance their education.

CERTIFICATE PROGRAMS AND SPECIALIZATIONS

The following programs and specializations provide unique opportunities and concentrated learning in a specific area of practice.

ANN NOLAN REESE PENN AGING CERTIFICATE (PAC)

This degree specialization focuses on services to older adults and their families. Through the Ann Nolan Reese Penn Aging Concentration (PAC), students focus their academic and field work on the field of gerontological social work.

PRISON REENTRY: GRI PROGRAM

Through the Goldring Reentry Initiative (GRI), students have the opportunity to work with one of the most vulnerable populations—those transitioning from prison. Students begin working with clients while incarcerated to plan for their release, and continue to support them as they transition back to their community. Students also work on a policy/advocacy level to challenge some of the systemic factors that perpetuate the cycle of incarceration.

CHILD WELFARE: CW2 (CHILD WELLBEING AND WELFARE)

The CW2 specialization educates students to provide clinical and macro social work services in a culturally competent manner to produce positive outcomes for children and families while also

ensuring child safety, permanency and well-being. Under the direction of expert faculty, students in this specialization gain a broad understanding of practice methods and the continuum of services and policies that are intended to protect children and preserve families.

HOME-SCHOOL VISITOR CERTIFICATION PROGRAM

Students seeking the Home and School/Visitor Social Worker Certification (MSW/HSV) provide professional social work services in a variety of K-12 educational institutions.

The Penn MSW/Home-School Visitor Certification program accepts applications from current Penn MSW students and Penn MSW alumni. For a complete description of the application process please refer to the Penn MSW Home-School Visitor Certification Program on the SP2 MSW website.

CERTIFICATE IN JEWISH COMMUNAL SERVICES

The Masters in Social Work (MSW)/Certificate in Jewish Communal Service is a unique program designed to prepare students for careers in Jewish communal service. Students enrolled in the certificate program can earn both a Master of Social Work degree from the University of Pennsylvania and a Certificate in Jewish Communal Services from Gratz College.

COHEN VETERANS NETWORK

The School of Social Policy & Practice (SP2) currently addresses one of the nation's most prominent behavioral health issues – a shortage of critical mental health services for veterans and their families who may be experiencing PTSD, depression, and suicidality. The VA system is in need of clinical social workers and others, noting that it has hired 5000 professionals over the past five years across the nation. VA positions will continue to flourish as employees move towards retirement leaving an understaffed and relatively new workforce in place.

CRIMINAL JUSTICE SPECIALIZATION

The Criminal Justice Specialization educates master of social work students to provide culturally competent clinical and macro social work services to people involved with and impacted by the criminal justice system by understanding the historic and contemporary context of mass incarceration, criminal justice, and reentry.

Students develop a broader understanding of the uneasy alliance between social work and criminal justice, and the variety of interventions and programs that work to improve the criminal justice system and the lives of the individuals therein. Students will receive multidisciplinary instruction to better comprehend the intersecting issues connected with mass incarceration. Field placement will focus on skill development to enable students to work effectively with individuals, communities, and systems while developing strategies for productive policy and programmatic change within the criminal justice field. Students will utilize classroom and field learning opportunities in local, state, and federal courts, corrections, and supervision; non-profit criminal justice service agencies; and criminal justice policy organizations.

The goals of the specialization are to:

- Integrate macro and clinical social work across the field of criminal justice, including juvenile and adult corrections, courts, reentry, probation/parole, mental health, substance use organizations, social service agencies, and alternatives to incarceration;
- Train future social workers to become familiar with and maneuver through various sectors of the criminal justice system; and
- Incorporate social work into a broader, multidisciplinary context focusing on criminal justice.

SOCIAL WORK IN HEALTH CARE SPECIALIZATION

SP2's Social Work in Health Care Specialization (SWIHCS) aims to prepare students for successful careers across healthcare-relevant practice settings and with diverse populations and health conditions. This specialization acknowledges the lasting impact of the biomedical model on healthcare service delivery, yet grounds courses and fieldwork in the tenets of biopsychosocial approaches to social work practice. Academic work and field placements provide students in the specialization with an in-depth study of direct and macro practice work with children, families, the elderly, and communities coping with chronic and terminal illness, palliative and end of life care, in addition to skills towards health care advocacy, policy development and evaluation, and interdisciplinary collaboration. Tailored mentoring will support students' growing capacity to bridge systems of practice, and professional development opportunities will introduce students to interdisciplinary collaboration and leadership skills.

GLOBAL HUMAN RIGHTS CERTIFICATE

The University of Pennsylvania Graduate Certificate in Interdisciplinary Studies in Global Human Rights is designed to provide enriched perspectives on human rights. Through this certificate, students will gain a working knowledge of the core international human rights documents, treaties, and mechanisms.

By taking a cross-disciplinary approach, students are challenged to look at similar topics or questions from different approaches. Access to diverse coursework gives students the opportunity to shape this certificate around their own specific interests within human rights.

This Certificate accords with the United Nations Second Phase of the World Program for Human Rights Education (WPHRE) that began in 2010 and focuses on institutions of higher education.

This interdisciplinary certificate is open to students in graduate programs across Penn's campus. Students do not need to apply to this certificate program. Instead, students fill out a Completion Form when they have finished the course requirements, in order to document their completion of the certificate.

FOR STUDENTS

PLACEMENT PROCESS

STUDENT FIELD PLACEMENT PROCESS AND AGENCY ASSIGNMENT

The Field Office is responsible for arranging student field placements. Students are asked not to arrange their field placements. Agency supervisors or designated intern coordinators receive placement materials from the Field Office when students are referred.

Communication between the Agency and the Field Office begins in the months leading up to the start date for each student's placement. Once an agency is identified the student will receive agency information that includes who to contact to arrange an interview.

PLACEMENT PROCESS FOR FOUNDATION STUDENTS

After students enroll in the MSW program they are prompted to complete a form detailing their educational and practical experiences and field interests. This information is forwarded to the Field Education Office.

The Field Office secures a learning opportunity for the student in one of the many agencies affiliated with SP2. The student receives materials which outline the process for connecting to the agency and securing a field placement. Those materials identify the name, address and telephone number of the person with whom they are to communicate to arrange an appointment to discuss their placements.

(Please note that agencies request interviews prior to securing a placement. In some cases, where the student is coming from a distant location, other methods of discussing placement may be necessary, i.e. telephone, skype, etc.)

The student's agency receives materials specific to the student which has been referred. Those materials include:

- Letter recommending the student to the agency;
- Information about the student's educational background and prior experience; and
- Placement confirmation forms, one of which is to be returned to the School as soon as a decision is made by student and placement agency; the other copy is for the agency.

Students interview at the agency. Students and agencies submit confirmation paperwork to the field office. Students are responsible for communicating with the field office should any changes related to the field placement arise.

CWEL, EPP, work-site students: Employees moving into a student role should contact the person in charge of field practice at the agency to discuss placement arrangements.

PLACEMENT PROCESS FOR ADVANCED STUDENTS

Foundation Practice instructors and/or Liaisons discuss with students their educational objectives for the Advanced placement. Placement of Advanced students normally begins midway through the Foundation year. A student's Educational Advisor and the Field Office may also be consulted.

The instructor and the student plan together the student's educational goals with emphasis on learning needs, career interests and student's ability.

Student completes and reviews with Practice Instructor/Liaison a list of four top choices for Advanced Year placement. This list, with accompanying biographical info, is submitted to the Field Office for review. The Field Office makes every effort to place a student in one of their top choices. Once an agency has been identified as a potential placement site the same process that takes place in the foundation year is repeated in the advanced year.

PLACEMENT VERIFICATION/CONFIRMATION PROCESS

During the referral process the agency and the student are sent and asked to sign "Confirmation of Placement" forms. When the "Confirmation of Placement" forms have been signed and returned to the Field Office by both student and Field Instructor the agreement between School and Agency for a student's field practice assignment is complete. Implicit in this agreement is that the agency is aware of and prepared to meet the School's requirements and adhere to the conditions of the placement. It is assumed the School is prepared to honor its arrangement.

Should either the School or agency be unable to fulfill the terms of the agreement, there must be immediate communication with the Field Office and the agency person responsible for students' placements. In these situations, the core consideration will be the educational interests of the student. The School and the agency will need to work together on how such problems can be resolved with minimal upset to the agency and the client groups.

AGENCY PRE-PLACEMENT REQUIREMENTS AND CLEARANCES

All field sites vary in their requirements for students assigned to sites. Among the areas we encourage agencies and students to address are:

- Background checks: SP2 expects students to complete all paperwork requirements should criminal and child abuse clearances be a required component of field work.
- Agency orientations: Agency and students are encouraged to communicate regarding any agency orientations that fall outside of the standard field days.
- Driving/Transportation: Students are expected to provide their own transportation to and from field. Students are not permitted to drive clients in their own vehicles. Students are permitted to drive clients in an agency vehicle given prior clearance by the agency.

WORK-SITE & EMPLOYED PRACTITIONER PLACEMENTS

EMPLOYED PRACTITIONER PROGRAM STUDENTS

The Employed Practitioners Program is a three-year MSW program for experienced professionals who work full-time in a social service agency and have successfully completed the probationary period of employment. At the time of application submission applicants must be under the supervision of an MSW with substantial experience and must want to pursue an MSW on a part-time basis while continuing to work and be supervised at their place of employment. The Employed Practitioners Program is similar to the Part-time Program, but offers students the advantage of completing their foundation and advanced year field placements at their place of employment provided that the agency is able to provide the student with new learning assignments.

ADMISSION TO THE EPP PROGRAM IS BASED ON THE FOLLOWING

1. Students must meet all admissions requirements for the MSW program.
2. Students must complete a separate EPP Recommendation Form which is submitted with the application to the MSW program and approved by the Office of Field Education.

CRITERIA FOR SELECTION TO THE EPP PROGRAM

1. Students must have substantial work experience in the social service field.
2. Students must currently work full time at a social service agency and be supervised by an MSW at the time of application submission; the supervising MSW must have experience which meets the criteria for the Office of Field Education (MSW from an accredited school and 2 years post-masters experience).

3. Students must continue to work at the agency for the duration of the three-year MSW program.
4. Students must continue to be supervised by the same MSW employment supervisor for the entire three-year MSW program.
5. Students must complete the EPP Recommendation Form in conjunction with their employing agency and employing MSW supervisor. This form confirms, in writing, that the employing agency and employing MSW assure that they are able/willing to adhere to the EPP academic and field placement guidelines in support of the students successful EPP enrollment.
6. The Field Office must review and approve the student's EPP Recommendation Form.

FIELD PLACEMENT REQUIREMENTS:

Field placement is an integral aspect of the MSW program. The requirements for EPP students throughout the three-year are outlined below:

1ST YEAR

- No field requirement, but students continue to work in their places of employment.
- Students continue to be supervised by their employing supervisor.

2ND YEAR

- Students remain in their place of employment to fulfill the foundation year requirement.
- Students continue to be supervised by their employing supervisor.
- Students enroll in Foundations of Social Work Practice (SWRK 604/SWRK 614).
- Students enroll in SWRK 710: Employed Practitioners Seminar, which is led by an MSW and is a no-cost, non-credit, required seminar that provides them with supervision designed to link their job site learning to the material covered in their practice class. This seminar meets every other week on Monday evenings from 6-8pm.

3RD YEAR

- Students remain in their place of employment to fulfill the advanced year requirement.
- Students continue to be supervised by their employing supervisor.

- Students complete an advanced year placement at their job site by doing a minimum of 20 hours per week of work that is substantially different from their job duties and their Foundation Year assignment. This work must be in their area of concentration (clinical or macro).
- This field work must comply with advanced practice curriculum requirements.
- Their Field Placement field supervisor must be an MSW who does not supervise them for their current full time employment.
- Students enroll in Advanced Social Work Practice in their area of concentration (SWRK 704/SWRK 714 (clinical) or SWRK 708/SWRK 718 (macro)).

EPP FIELD WORK DESCRIPTION

The EPP program places a primary emphasis to the role of the student as a learner. Drawing on theoretical classroom learning and using the agency environment in their work with clients and communities, students are challenged to conceptualize and critically analyze their practice differently. While the EPP program allows students to continue in their current work site, new learning in field is addressed by the following requirements.

FOUNDATION YEAR FOR FIELD PLACEMENT (YEAR 2 IN THE EPP)

The foundation year students may retain their work role during their foundation field placement, but their specific responsibilities and how they relate to client and client systems and conceptualize their work differ now that the employee is in the student/learner role. This difference is outlined and articulated in the student learning contract. The learning contract is subsequently evaluated and approved by the foundation practice faculty to ensure it meets the learning needs and professional opportunities for the student to master the foundation practice behaviors. Students meet the expectations of the EPP Foundation Year of Field Placement through the following:

- Participation in Foundation Social Work Practice class;
- Practice assignments geared toward integration of theory and field experience;
- Prioritizing new learning through a written learning contract between student and agency for the academic year that is evaluated and approved by foundation practice faculty;
- Assignment of a field liaison to support new learning in the field placement and ensure learning contract complies with foundation year practice requirements; and

- Employed Practitioners seminar in which assignments are designed to link with issues covered in the practice classes. Emphasis is on the integration of classroom learning into practice through the use of class participation, process recording, presentations, role-playing, group activities, and focused journal writing. The main purposes of this seminar are:
 - To orient students to their changing professional identity;
 - To support learning by encouraging students to make connections between Foundation Practice classroom knowledge and their work in the agency;
 - To encourage students to critically analyze their current practice and provide the learning environment for them to go deeper into their work with clients, agency systems and communities; and
 - To enable students to obtain the knowledge and skills to enter into the advanced field placement year.

ADVANCED YEAR FOR FIELD PLACEMENT (YEAR 3 IN THE EPP)

Advanced year students continue to retain their work role at their agency during their advanced year field placement. The structure of the work, however, shifts considerably during this final year of fieldwork. Advanced year EPP students meet the expectations of the EPP Advanced Year of Field Placement through the following:

- The student must complete a minimum of 20 hours per week of work that is substantially different from their job duties and their Foundation Year assignment.
- This new work must be supervised by an agency MSW who does not supervise them for their current full-time employment.
- This new work must be in their area of concentration (clinical or macro).
- This new work must comply with advanced practice curriculum requirements.
- The employing supervisor must continue to supervise the student in the employment role only.
- The student must enroll in the Advanced Clinical or Macro Social Work Practice class.
- The student must successfully complete classroom assignments geared toward integration of theory and field experience.

- Assignment of a field liaison to support and evaluate new learning, including site visit(s) to agency.
- Field placement/work assignment in the agency of employment that focuses on new areas of practice for student.
- Assignment of an MSW supervisor that does not supervise the student for their work duties.

MOVING FROM EPP TO PART-TIME STATUS AFTER ENROLLMENT

If there are changes to a student's employment status or to the agency's ability to meet the program requirements before the student has obtained his/her MSW degree, the student's standing in the Employed Practitioners Program will be re-evaluated. In these situations, it is possible that the student will be switched from the Employed Practitioners Program to the Part-Time Program.

EPP students who are not able to fulfill the EPP placement requirements in Year Three must move to Part-Time student status. Their field placement hour requirements, however, continue to reflect the EPP standards. EPP students who transfer to Part-Time status in Year Three must complete 20 hours of field work per week during the extended field calendar (August through April).

Students who move from EPP to Part-Time status in Year One or Two will complete the regular Part-Time placement schedule of 16 hours of field work per week during the extended field calendar and, like other Part-Time students, are required to be placed in a field placement outside of their employment.

EPP FIELD SUPERVISION REQUIREMENTS/GUIDELINES

	Year One	Year Two	Year Three
Field Hour Requirements	None required	20 hours/week of direct practice	20 hours/week of Clinical or Macro practice
Supervision Requirements	<ul style="list-style-type: none"> Employing MSW supervisor remains in role as supervisor of employee/EPP student 	<ul style="list-style-type: none"> Employing MSW supervisor remains in role as supervisor of employee/EPP student Integrative Seminar MSW supervision provided by SP2 faculty 	<ul style="list-style-type: none"> Employing MSW supervisor remains in role as supervisor of employee/EPP student Agency must secure a new MSW supervisor who is NOT an employing supervisor New MSW agency supervisor must be able to supervise student's new field learning
Field Work/Assignment Requirements	None	<ul style="list-style-type: none"> Student engages in new learning through a written learning contract which is evaluated and approved by foundation practice faculty New MSW supervision (different from employing supervision) is provided through the Integrative Seminar which orients students to their changing professional identity and supports learning by encouraging students to make connections between Foundation Practice classroom knowledge and their work in the agency 	<ul style="list-style-type: none"> Student is required to find NEW agency work that is substantially different from their job duties as well as their Foundation Year field assignment. The work must be OUTSIDE of employment duties. New learning must allow for a minimum of 20 hours/week of work in the concentration of their choice (Clinical or Macro).

WORK-SITE PLACEMENTS

Students not enrolled in the EPP program are occasionally able to complete their field placement in their place of employment. The requirements necessary in order to be eligible for consideration are:

1. Student must be admitted to SP2's MSW program
2. Student's work site must allow student to function as a social worker in a social service agency.
3. The student must be employed at the agency for at least 6 months prior to the beginning of the field placement, have passed the probationary period, and be considered a permanent employee.
4. The employer, with full knowledge of the school's requirements of the student, must indicate a willingness to provide the student with this opportunity.
5. The student may request to do one or two years of placement at the agency as long as they have a different field placement assignment and a different supervisor each year.
6. A minimum of 8 consecutive hours per week must be completed during the agency's regular business hours.

HOURS & SCHEDULE REQUIREMENTS

Please refer to the [SP2 website](#) for a more detailed list of the academic calendar.

WEEKLY FIELD PLACEMENT SCHEDULE

All students are required to attend scheduled classes. Agencies are discouraged from scheduling regular field assignments on evenings before classes. This allows for a field/academic balance that affords strong performance in each area. However, if the student and agency find a mutually agreeable schedule that accommodates clients best the Field Office should be informed.

Field days are consistent in order to allow for scheduled courses. The following outlines the days of the week students are expected in the field as it relates to the program and year in which they are enrolled.

MSW PROGRAM	Summer	Fall	Spring
Full time 2 year: Foundation (1st year)	N/A	M,Th, F	M, Th, F
Full time 2 year: Advanced (2nd year)	N/A	M, T, F	M, T, F
Advanced Standing	July-Aug. M,W, F	M, T, F	M, T, F
Part time Foundation (1st year placement)	N/A	Days/times depend on student availability and agency options	Days/times depend on student availability and agency options. Students remain in the field through the end of June.
Part time Advanced (2nd year placement)	August start	Days/times depend on student availability and agency options	Days/times depend on student availability and agency options

FIELD HOUR REQUIREMENTS

FULL AND PART-TIME STUDENTS

Field Practice is concurrent with classroom instruction at the University of Pennsylvania School of Social Policy & Practice.

Full-time students are expected to spend the equivalent of three days per week in field September-April.

Part-time students are allotted a longer period of time to complete the hours. They are expected to work in the field 16 hours each week over a 9-10 month period. Part-time students must be available for 8 hours of the agency's regular business day. The field placement calendar for part-time students changes for each field placement year:

- Foundation year: September-June
- Advanced year: August-April

Advanced Standing students are expected to spend the equivalent of three days per week in the field July-April.

DUAL DEGREE STUDENTS

The School of Social Policy & Practice has several combined programs in its curriculum. All dual degree students should notify the Field Office. The School will be responsible for notifying the agency of the student's special circumstances at the time of the placement referral. The student and field office will determine the assigned days in the field.

ABSENCES, HOLIDAYS, BREAKS

All students are expected to observe the agency's predetermined schedule even when that schedule does not reflect traditional business hours. Field Instructors are asked to inform students of agency schedules as soon as possible. Students are expected to be in the field on those days agreed upon among the agency, school and student. Students are also expected to be in their agencies for all field practice days.

ABSENCES DUE TO ILLNESS

It is recommended that the agency consider granting up to two days of sick leave per semester to cover time off for illness. The Field Liaison should be the contact person to resolve unusual circumstances. In the case of major illness, students are requested to notify the School and Agency if both field and academic work will be affected. Field Instructors are asked to notify the School promptly if they learn of a student's serious illness or emergency absence.

HOLIDAYS, BREAKS & VACATIONS

Students observe both the agency holiday schedules and the University holiday schedule. The University includes Martin Luther King Jr.'s birthday in its holiday schedule. Students are expected to be excused from field on that day. The Friday after Thanksgiving is a University holiday, which may differ from the agency schedule. Any practice days which are missed as a result of Agency or School scheduling are not to be made up by the student. This includes religious and secular holidays which students are expected to communicate to their supervisors.

SCHOOL SCHEDULED RECESSES & BREAKS

Winter Recess: Students are not required to be in field practice during the two week winter recess from field placement.

Spring Recess: Students are entitled to three days of vacation from field practice during the Spring recess. Occasionally a field agency also has a scheduled spring recess. It is suggested that the spring recess coincide with the University recess, providing the student with a full week free of class and field except in those situations where the agency's spring recess provides three days at another time. Any other circumstances should be discussed with the student's practice teacher or field liaison.

POLICY ON SECULAR AND RELIGIOUS HOLIDAYS

Students who observe religious holidays may be excused from field placement but may be asked to make up missed time in field. Supervisors and agency staff should be notified in a timely manner to ensure that there is no disruption to client services.

SUPERVISION

SUPERVISION REQUIREMENTS/GUIDELINES

Supervision is central to the Social Work profession. The following are expectations for supervision in the field:

- *Agenda* - Students are expected to submit substantive agendas for conferences that reflect in-depth thought about their practice.
- *Frequency* - Supervision should be scheduled and held once a week for at least 1- 1½ hours. This time should be protected if possible in order to maximize student learning.
- *Availability* - It is suggested that field instructors be available to their students for consultation on an informal basis to the extent that is reasonably possible.
- *Content* - It is recommended that the field instructor and student attempt to integrate classroom learning and readings into the practice experience to the extent possible.
- *Process Recordings* - It is strongly recommended that supervisors require the completion and review of regular process recordings.

FIELD LEARNING CONTRACT

Students are required to develop field learning contracts in collaboration with their field instructors. The contract should be tailored to individual interests, the level of experience, the nature of the agency, and the objectives of coursework.

THE PURPOSE OF THE LEARNING CONTRACT

Each student is expected to develop a plan for fieldwork; referred to as a Learning Contract. This should be tailored to individual interests, the level of experience, the nature of the agency, and the objectives of coursework

The contract is a tool to be used to facilitate the student's learning process. It helps to set boundaries for the student and can serve as the basis for end-of-semester evaluations. This contract is one way of insuring that learning objectives are clear, competencies are agreed on and a field assignment to support competency-based learning is put in place. The contract

should be flexible while also insuring that the School's educational objectives for the field placement experience are met. It will be used to guide fieldwork activities as well as evaluate fieldwork accomplishments.

The practice instructor/field liaison will refer to it during the field visit when it may be revised further. The Learning Contract is reviewed and updated each semester. The practice instructor/field liaison will refer to it during the field visit when it may be revised further. The Learning Contract is reviewed and updated each semester.

The school recommends that students develop a draft of learning goals and then use this draft in supervision to create the final contract. Students are asked to submit to their Practice Instructor a copy of the final Learning Contract which has been signed by the student, Field Instructor, and the Classroom Instructor.

The specifics of a learning contract should:

- Indicate work with individuals, families, or both; and/or work with groups, systems, communities;
- Identify specific and measurable Learning objectives;
- Specify the population(s) student will be working with at the agency (e.g., foster youth);
- Be compatible with the Practice coursework (e.g., address linking of class theories to practice, value and ethical issues, professional use of self, etc.).

PROCESS FOR EVALUATING FIELD

Field learning is a collaborative process between Field Instructor and student. It begins with the formulation of the learning contract and continues through regularly scheduled supervision and ongoing evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity to evaluate their own work, appraise their performance progress, and determine and focus future learning tasks and objectives.

The major purposes of the evaluation are to (1) provide an opportunity for the student and field instructor to evaluate what the student has learned and where she/he is now, and (2) to conceptualize what skills and learning needs they should focus on in the future. It is the Field Instructor's responsibility to conduct an evaluation conference with the student and, based on the discussion, to develop a draft of the final evaluation. **No student is to be requested to write her/his own evaluation.** The completion of the evaluation is the responsibility of each

Field Instructor, who will appropriately ask for student input and hold an evaluation conference as part of the process.

EXPECTATIONS OF FIELD SUPERVISORS AND STUDENTS REGARDING THE EVALUATION PROCESS

It is expected that Field Instructors meet for one hour of weekly supervision. It is also expected that supervisor and student use this time to periodically and informally assess individual student's progress. This seems most appropriate at mid-term. Students are expected to be active participants in the evaluation process.

A student's signature on the evaluation does not necessarily mean that he or she agrees with the evaluation but the evaluation has been read. A student may write an addendum to the evaluation with a copy being made available to the agency.

All evaluations are to be signed by the Field Instructor and the student via the TK20 electronic evaluation system.

FIELD VISIT

PRACTICE PROFESSOR/FIELD LIAISON ADVISOR ROLE AND RESPONSIBILITIES

The Foundation and Advanced practice instructors advise students on all matters pertaining to practice courses and field practice performance. This includes acting as a liaison to the field, coordinating the field curriculum assignments with the student's educational needs/learning objectives, and grading the field component of the student's educational experience. Grades for the practice class are given after the completion of each semester's field work. In order to assess students' work in the field the Practice Instructor/Liaison conferences with the Field Instructor at the beginning, mid-point, and end of the semester. At least one of the conferences will be an on-site visit and this is usually the first conference of the year. Other conferences may take place by telephone. An in-person or telephone conference may be called at any time throughout the field placement experience.

WHAT TO EXPECT AT THE FIELD VISIT

In the fall semester the student, supervisor and practice instructor/liaison will meet in person to discuss the student's learning and progress. The following is a list of some of the areas that may be addressed.

- Discuss the student's overall progress thus far;

- Review and/or modify the student’s field learning objectives and goals relative to identified learning needs of the student;
- Review the structure of the field instruction process, including expectations of both students and field instructors (e.g., the use of process recordings, agendas, and other field educational teaching tools in supervisory conferences);
- Determine opportunities for integration of field learning opportunities with the curriculum, including planning for second semester;
- Answer any questions regarding the syllabus and assignments for the year; and
- Answer any questions regarding the end-of semester evaluation process.

PREPARING FOR THE AGENCY MEETING

- It will be helpful to have reviewed the course syllabus and to have a copy of the student’s learning contract on hand.
- Be prepared to discuss how supervision is structured, the types and numbers of cases assigned, and any concerns or questions that have emerged.
- Sometime during the second semester, the practice professor will call the field instructor to review the student’s continuing progress and learning needs in the classroom and field. The Field Instructor and Practice Instructor may determine that an in-person rather than a phone conversation is recommended.

SAFETY GUIDELINES

Field placements are as varied as the backgrounds and experiences of students in the field. It is not possible to create a set of guidelines sufficient to address every challenging circumstance a student might encounter in the field. The school asks that the field placement and students work in conjunction to create, reinforce, and discuss effective strategies in anticipating and responding to dangerous and/or challenging social work field experiences.

SP2 asks that Field Instructors provide specific orientation to agency policies and procedures regarding risk management/safety. We also ask that students request this information from their supervisor should an agency not have a formal set of policies and procedures. Informal methods for assessing and handling risky situations are as valuable as formal methods. Field Instructors are, therefore, asked to build discussions around formal *and* informal procedures in to weekly supervision.

SAFETY/RISK GUIDELINES FOR STUDENTS AND AGENCIES

The school has established the following guidelines. Field placement agencies are expected to adhere to in these guidelines order to maintain consistent safety standards for all MSW students.

- Students are not permitted to drive clients in their personal vehicles. If the field site has a car/van that students are expected to use for transporting clients, the agency is responsible for verifying that liability insurance covers the student.
- Students should not be left to staff an office or see a client without other staff present in the building.
- If a critical incident occurs while a student is in the field the student is asked to report the incident to Director of Field Education.
- Students and supervisors are asked to review the unique safety issues related to their placement experience/agency.
- Students are asked to be aware of their surroundings. They should become familiar with the neighborhood and community in which you are placed. Supervisor and student should review questions about parking, public transportation, and walking routes.
- Use supervision to explore attitudes, assumptions, fears, biases, and stereotypes that may shed light on your assumptions about your placement and its environs. Such discussions are essential to the field of social work and your professional development.
- Student and supervisor should identify and familiarize and discuss agency policies and guidelines related to safety, risk management, and de-escalation.
- Supervisors are asked to identify and arrange for any special training required for managing direct practice interactions. Training areas may include but are not limited to: predicting and managing aggressive behavior, interacting with special populations (e.g. adolescents, dissociative disorders, prison settings, drug & alcohol treatment, medical/health related issues, etc.), de-escalation techniques, non-violent self-defense, critical incident protocols, and physical restraint protocols.
- Supervisor and student should discuss office arrangements. The placement of desks, chairs, lighting, etc. can be an important part of your safety in the field. The physical working space you create is part of the professional message you send to those who will visit you in your work environment.
- Students should be aware of their own specific health issues that can be impacted by field experiences. These issues should, when appropriate, be brought to the attention of Field Office staff and supervisor so that placements can accommodate individual needs.

SAFETY/RISK GUIDELINES FOR HOME VISITS

Home visits are an integral part of social work practice. The school has established the following guidelines in order to maintain consistent safety standards while engaging in home visits

- SP2 requires that students are accompanied on home visits before being asked to go alone.
- Communication is essential. Field instructor or a designated staff person should know where a student is traveling, with whom the student is meeting, when the student is expected to arrive and depart, and the nature of the visit.
- Student and supervisor are asked to identify and review any agency policies/guidelines regarding home visits.
- Students are asked to take a cell phone while conducting home visits. Field instructor and/or a designated staff person should have the student's cell phone number.
- Prior to traveling, students should familiarize themselves with routes for driving, walking or taking public transportation. If driving, students should be aware of where to park.
- Students should be aware of their surroundings and walk or drive with a sense of purpose. They should avoid distractions such as talking on the phone or texting while traveling as this can distract from the ability to remain focused.
- If a building or environment feels unsafe, students are asked to exit immediately.
- Students are not permitted to drive clients in their personal vehicles. If the field site has a car/van that students are expected to use for transporting clients, the agency is responsible for verifying that the agency liability insurance covers the student.
- If an incident occurs while a student is in the field the student is asked to report the incident to Director of Field Education.
- When necessary, supervisors are expected to provide specialized training/guidance in areas such as universal precautions procedures, de-escalation techniques, and risks associated with specific populations.

SOCIAL MEDIA – GUIDELINES FOR USE

Social media channels are exciting ways to connect with others, advance the tenets of the social work profession, and share information. We expect that agencies, staff, and agency clients will make frequent use of social media. Given that, we ask that students adhere to social work values and ethical standards as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues related to social work field work include, but are not limited to, privacy and confidentiality (Section 1.07),

conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) with clients, colleagues and practice settings.

SP2 asks that students do not have personal social media communication with clients unless the communication is via the agency's social media site and clients can be guaranteed that they will not have access to any personal student profile data.

Please be cautious about discussing your field placement, classroom work, or agency staff experience on your personal social media sites. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision.

DISCUSSION POINTS REGARDING USE OF SOCIAL MEDIA IN THE FIELD PLACEMENT SETTING

It may be helpful for supervisor and student to explore the following questions at the start of the field placement.

1. Does the field site have a policy on the use of social media communication tools? If so, review the policy. If not, what expectation does the agency have regarding the use of social media during field hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

ADDRESSING CONCERNS

TERMINATION OF A FIELD PLACEMENT

If a student is terminated from their field placement due to problems identified by the agency, the decision to provide another placement will be made at the discretion of the Director of Field Education and the student's practice instructor. The Director of Field Education may request consultation with the Field Education committee consisting of the Director of Field Education, the student's practice instructor, the student's academic advisor, the Associate Dean of Student Affairs and the Practice Faculty Chair or the Program Director of the MSW program. If the student is subsequently terminated from a second field placement, the student will not be assigned to a third placement site until a review of the situation is conducted by the Field Education Committee. Possible outcomes are:

1. Re-assignment to a third placement. A plan for remediation may be required.
2. The student is not assigned to another field placement, is withdrawn from the practice class and given the opportunity re-take the practice class when it is offered again.
3. If it is determined that the student has violated professional conduct standards, a plan for remediation will be implemented per the procedure specified in the SP2 Student handbook.
4. 4. The student may be excused from the MSW program

The Field Department is responsible for communicating the Committee's decision to the student.

FIELD EDUCATION COMMITTEE ROLE

The Field Education Committee consists of the Director of Field Education, practice instructor, academic instructor, Associate Dean of Student Affairs and the Practice faculty chair and/or the Program Director of the MSW program.

Its purpose is to address significant concerns regarding students' performance in the field especially when that performance impacts the academic standing of a student.

PROCEDURES FOR CHANGES IN A PLACEMENT DURING THE SCHOOL YEAR

In general, field placement assignments cannot be changed after August 1st unless there are mitigating circumstances. It is the intent of the School that a student will remain in a placement for at least one academic year. Circumstances sometimes arise, however, which necessitate a change in placements. These circumstances may be agency, student, or school initiated.

WHEN THE SCHOOL DETERMINES THAT A CHANGE IS NECESSARY

- The practice instructor/liaison, along with the field instructor and student, will try to resolve any problems that arise before considering change of placement.
- In the event that they are unresolvable, the student's current practice instructor/liaison will contact the Agency, Field Instructor and the Director of Field Education about the need to change the student's placement.
- The field instructor will be given an explanation for the need for a change and will be involved in the termination of the field placement, if it is necessary.

- Because of the limited time that a student is in placement, changes should be made in a manner which affords the student continuity in his/her educational process, as well as continuity in services to clients.

WHEN THE AGENCY DETERMINES THAT A CHANGE IS NECESSARY

- The student's Field Instructor should notify the student's current Practice Instructor/Liaison.
- If, for any reason, the field instructor is unable to notify the Practice Instructor, the Director of Field Education should be contacted.
- The Field Instructor is responsible for notifying significant agency personnel.

WHEN THE STUDENT HAS CONCERNS ABOUT FIELD PLACEMENT

- If a student believes there is a valid reason for a change in field placement, he/she may take the initiative to discuss the possible change with the Practice Instructor/Liaison, who is responsible for discussing the matter with the agency and the Director of Field Education.
- Before any change is considered, the student must meet with the practice instructor/liaison to explore strategies for remaining. Practice Instructor/liaison will make a visit to the agency to meet with the student and field instructor in order to explore strategies for success as well as communicate concerns.
- If it is determined that a change of placement is necessitated the practice instructor/liaison coordinates the communication/event/process.
- The student is expected to carry out his/her assignment in a professional manner until the placement is officially terminated unless there are unusual circumstances. If such circumstances occur, the field instructor is responsible for communicating them to the student's practice instructor.

POLICY FOR STUDENTS WHO EXPERIENCE 3 UNSUCCESSFUL PLACEMENT INTERVIEWS

In the event of three unsuccessful field placement interviews, the Field Office will reassess the student's appropriateness for field placement/education. Planning for another placement at that point is at the discretion of the Director of Field Education, in consultation with the Associate Dean for Academic Affairs. Possible outcomes are:

1. Recommend dismissal from the program if an appropriate graduate level social work internship appears unobtainable.

2. Student will postpone field placement and be withdrawn from practice class until the following year (re-entry review required).
3. In some circumstances, Student may be recommended to another field placement for interview.

NON-ACADEMIC PERFORMANCE POLICIES

While in the field, SP2 students are expected to comply with University policies and regulations outlined in the Penn Book, the University Code of Student Conduct, the Code of Academic Integrity, and the Master's Student Handbook. Students are expected to incorporate the highest standard of ethics in every element of their work and to manifest in their behaviors and demonstrate knowledge, skills, maturity and emotional stability necessary to function as a professional.

Examples of non-academic performance and conduct that will subject the student to disciplinary action or dismissal from the program include:

- Violations of the University Code of Academic Integrity (e.g., plagiarism).
- Behavior determined to be a violation of University or School policies or regulations.
- Behavior determined to be a violation of the profession's ethics (e.g., NASW Code of Ethics in the case of social work).
- Inabilities to secure, sustain, or perform satisfactorily in a field placement.
- Behaviors that do not meet professional expectations and standards, which include generally accepted standards of professional conduct, personal integrity or emotional stability for professional practice.
- Behaviors determined to be unprofessional conduct towards colleagues, faculty or staff.

Standards and procedures for student non-academic performance are particular to specific professional standards or academic programs. Therefore, additional procedures that operationalize these standards and action steps in response to violations can be found in the policies for specific programs.

Alleged violations of the University's Code of Student Conduct, Code of Academic Integrity, and other applicable policies regarding student behavior may be referred to the Office of Student Conduct (OSC). The OSC is responsible for acting on behalf of the University in matters of student discipline. The OSC deals with alleged instances of academic dishonesty and other

student misconduct, in order to determine how best to resolve these allegations consistent with the goals and mission of the University as an educational and intellectual community.

PROCEDURE FOR CORRECTIVE ACTION

As outlined in the SP2 Student Handbook, the Corrective Action Plan is a written document that describes how the student's professional behavior violates one or more Core Professional Performance Standards, and identifies corrective action to be taken and time frame for completion. The problematic behaviors must be behaviorally described, using examples.

Procedures:

1. Depending on the nature of the problem(s), the Academic Advisor or Field Liaison develops the Corrective Action Plan.
2. The Corrective Action Plan is submitted to the Associate Dean for Student Affairs for review and signature. The Associate Dean for Student Affairs returns the signed form to the originating individual (academic advisor or field liaison).
3. It is the responsibility of the academic advisor or field liaison to closely monitor the student's performance and evaluate the student's compliance at the end of the specified period.
4. If the student satisfactorily improves, the plan is signed by all respective parties at the end of the specified period and forwarded to the Associate Dean for Student Affairs.
5. The Associate Dean for Student Affairs may arrange a consultation with the academic advisor or field liaison and student before rendering a recommendation regarding the student's continued matriculation in the program. It is the responsibility of the Associate Dean for Student Affairs to ensure that the student has had access to due process throughout the review process.
6. The Associate Dean for Academic Affairs reviews the recommendation, makes a determination and informs the Associate Dean for Student Affairs of the decision.
7. It is the responsibility of the Associate Dean for Student Affairs to ensure that all related documents are made a part of the student's file.

DRESS CODE

Students should plan to adhere to the field placement agency's policy regarding dress code. We recommend that students speak directly to their agency supervisor. Field Liaisons, Practice Faculty, and the Field Education Office are available for consultation on this topic.

FOR SUPERVISORS

WEEKLY FIELD PLACEMENT SCHEDULE

All students are required to attend scheduled classes. Agencies are discouraged from scheduling regular field assignments on days which classes are held. This allows for a field/academic balance that affords strong performance in each area.

Occasionally agencies will ask students to participate in weekly meetings or groups on non-field days. This must be communicated before the student begins placement and approved by the Field Office.

Field days are consistent in order to allow for scheduled courses. The following outlines the days of the week students are expected in the field as it relates to the program and year in which they are enrolled.

Please refer to the grid below for specifics related to days and programs. The school's online calendar also provides specific dates.

MSW PROGRAM	Summer	Fall	Spring
Full time 2 year: Foundation (1st year)	N/A	M,Th, F	M, Th, F
Full time 2 year: Advanced (2nd year)	N/A	M, T, F	M, T, F
Advanced Standing	July-Aug. M,W, F	M, T, F	M, T, F
Part time Foundation (1st year placement)	N/A	Days/times depend on student availability and agency options	Days/times depend on student availability and agency options. Students remain in the field through June
Part time Advanced (2nd year placement)	August start	Days/times depend on student availability and agency options	Days/times depend on student availability and agency options

FIELD HOUR REQUIREMENTS

FULL AND PART-TIME STUDENTS

Field Practice is concurrent with classroom instruction at the School of Social Policy & Practice.

During the academic year, full-time students are expected to spend the equivalent of three days per week in field placement. Part-time students complete the same number of hours but are allotted a longer period of time to complete the hours. They are expected to work in the field 16 hours each week.

- Full-time students are expected to spend the equivalent of three days per week in field September-April.
- Part-time students are to work in the field 16 hours each week over a 39 week period.
 - Foundation year: September-June.
 - Advanced year: August-April.
- Advanced Standing students are expected to spend the equivalent of three days per week in the field July-April.

DUAL DEGREE STUDENTS

The School of Social Policy & Practice has several combined programs in its curriculum. All dual degree students should notify the Field Office. The School will be responsible for notifying the agency of the student's special circumstances at the time of the placement referral. The student and field office will determine the assigned days in the field.

ABSENCES, HOLIDAYS, BREAKS

All students are expected to observe the agency's predetermined schedule even when that schedule does not reflect traditional business hours. Field Instructors are asked to inform students of agency schedules as soon as possible. Students are expected to be in the field on those days agreed upon among the agency, school and student. Students are also expected to be in their agencies for all field practice days.

ABSENCES DUE TO ILLNESS

It is recommended that the agency consider granting up to two days of sick leave per semester to cover time off for illness. The Field Liaison should be the contact person to resolve unusual circumstances. In the case of major illness, students are requested to notify the School and

Agency if both field and academic work will be affected. Field instructors are asked to notify the School promptly if they learn of a student's serious illness or emergency absence.

HOLIDAYS, BREAKS & VACATIONS

Students observe both the agency holiday schedules and the University holiday schedule.

The University includes Martin Luther King Jr.'s birthday in its holiday schedule. Students are expected to be excused from field on that day.

The Friday after Thanksgiving is a University holiday, which may differ from the agency schedule.

Any practice days which are missed as a result of Agency or School scheduling are not to be made up by the student. This includes religious and secular holidays which students are expected to communicate to their supervisors.

SCHOOL SCHEDULED RECESSES/BREAKS

For specific calendar dates please refer to this manual's calendar or SP2's online calendar.

Winter Recess: Students are not required to be in field practice during the two week winter recess from field placement. See calendar for specific dates.

Spring Recess: Students are entitled to three days of vacation from field practice during the Spring recess. See calendar for specific dates.

Occasionally a field agency also has a scheduled spring recess. Except in those situations where the agency's spring recess provides three days at another time, it is suggested that the spring recess coincide with the University recess, providing the student with a full week free of class and field. Any other circumstances should be discussed with the student's practice teacher or field liaison.

POLICY ON SECULAR AND RELIGIOUS HOLIDAYS

Students who observe religious holidays may be excused from field placement. Supervisors and agency staff should be notified in a timely manner to ensure that there is no disruption to client services.

DRESS CODE

Students should plan to adhere to the field placement agency's policy regarding dress code. We recommend that students speak directly to their agency supervisor. Consultation with Practice Faculty, Liaisons and/or The Field Office are also effective ways to assess appropriate dress for field.

SAFETY GUIDELINES

Field placements are as varied as the backgrounds and experiences of students in the field. It is not possible to create a set of guidelines sufficient to address every challenging circumstance a student might encounter in the field. The school asks that the field placement and students work in conjunction to create, reinforce, and discuss effective strategies in anticipating and responding to dangerous and/or challenging social work field experiences.

SP2 asks that Field Instructors provide specific orientation to agency policies and procedures regarding risk management/safety. We also ask that students request this information from their supervisor should an agency not have a formal set of policies and procedures. Informal methods for assessing and handling risky situations are as valuable as formal methods. Field Instructors are, therefore, asked to build discussions around formal *and* informal procedures in to weekly supervision.

The school has established the following guidelines that field placement agencies are expected to adhere to in order to maintain consistent safety standards for all MSW students.

SAFETY/RISK GUIDELINES FOR STUDENTS AND AGENCIES

- Students are not permitted to drive clients in their personal vehicles. If the field site has a car/van that students are expected to use for transporting clients, the agency is responsible for verifying that liability insurance covers the student.
- Students should not be left to staff an office or see a client without other staff present in the building.
- If a critical incident occurs while a student is in the field the student is asked to report the incident to Director of Field Education.
- Students and supervisors are asked to review the unique safety issues related to their placement experience/agency.
- Students are asked to be aware of their surroundings. They should become familiar with the neighborhood and community in which you are placed. Supervisor and student should review questions about parking, public transportation, and walking routes.
- Use supervision to explore attitudes, assumptions, fears, biases, and stereotypes that may shed light on your assumptions about your placement and its environs. Such discussions are essential to the field of social work and your professional development.
- Student and supervisor should identify and familiarize and discuss agency policies and guidelines related to safety, risk management, and de-escalation.
- Supervisors are asked to identify and arrange for any special training required for managing direct practice interactions. Training areas may include but are not limited to:

predicting and managing aggressive behavior, interacting with special populations (e.g. adolescents, dissociative disorders, prison settings, drug & alcohol treatment, medical/health related issues, etc.), de-escalation techniques, non-violent self-defense, critical incident protocols, and physical restraint protocols.

- Supervisor and student should discuss office arrangements. The placement of desks, chairs, lighting, etc. can be an important part of your safety in the field. The physical working space you create is part of the professional message you send to those who will visit you in your work environment.
- Students should be aware of their own specific health issues that can be impacted by field experiences. These issues should, when appropriate, be brought to the attention of Field Office staff and supervisor so that placements can accommodate individual needs.

SAFETY/RISK GUIDELINES FOR HOME VISITS

Home visits are an integral part of social work practice. The school has established the following guidelines in order to maintain consistent safety standards while engaging in home visits

- SP2 requires that students are accompanied on home visits before being asked to go alone.
- Communication is essential. Field instructor or a designated staff person should know where a student is traveling, with whom the student is meeting, when the student is expected to arrive and depart, and the nature of the visit.
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SOCIAL MEDIA – GUIDELINES FOR USE

Social media channels are exciting ways to connect with others, advance the tenets of the social work profession, and share information. We expect that agencies, staff, and agency clients will make frequent use of social media. Given that, we ask that students adhere to social work values and ethical standards as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues related to social work field work include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) with clients, colleagues and practice settings.

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DISCUSSION POINTS REGARDING USE OF SOCIAL MEDIA IN THE FIELD PLACEMENT SETTING

It may be helpful for supervisor and student to explore the following questions at the start of the field placement.

1. Does the field site have a policy on the use of social media communication tools? If so, review the policy. If not, what expectation does the agency have regarding the use of social media during field hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

MALPRACTICE / LIABILITY INSURANCE

The University carries insurance for MSW interns. If agencies require documentation from the school they should notify the Field Office.

FIELD PLACEMENT AND AGENCY: ROLES AND RESPONSIBILITIES

Supervision of students can be a very exciting, challenging and demanding activity. In most instances, assuming responsibility for students' supervision is an addition to one's on-going duties. The student's immediate field instructor is the key person responsible for the student's learning in the field. Because of this, certain criteria are essential in taking on this educational function.

CRITERIA FOR BECOMING A FIELD INSTRUCTOR

- A Master of Social Work degree from an accredited school of social work plus two years of post-master's practice experience.
- An aptitude for conceptualizing and demonstrating practice knowledge and skills and the ability to stimulate the same in students.
- Possesses an understanding of agency's program and service delivery methods.
- Possesses a depth of practice knowledge and understanding of a broad range of methods.
- Identifies a desire and aptitude for teaching principles and concepts from specific practice tasks.
- Has an ability to evaluate and influence the delivery of services.
- Has the support of the agency and/or program administrator.
- Willingness to complete forms which provide the school with educational and employment experiences of the field instructor.

PROCEDURES FOR INITIATING FIELD / AGENCY RELATIONSHIPS

- Contact is initiated by either SP2 or the field agency.
- The agency provides SP2 with descriptive materials of the agency's program
- SP2 provides the agency with criteria required to become a field site.

- The Field Office makes a site visit and discusses possible placement options at this meeting.
- The agency and the school jointly assess whether or not the school's educational requirements will be met at the agency.
- When a decision is reached by the agency and the School, an email letter of confirmation is sent from the School to the agency and the school establishes a line of communication necessary for the academic year's success.

IMPORTANT CONSIDERATIONS BEFORE BECOMING A FIELD SITE

- If agencies are mandated to provide extensive orientations or trainings to students, they are asked to notify the school when placement negotiations are initiated. An extensive orientation is one lasting more than two days of placement days and/or one which requires that students attend orientation outside of their regularly scheduled placement days.
- Agencies are asked to provide sufficient working space appropriate for the field work student will be engaged in.
- Agencies are asked to provide email, cell phones, computers, and other work related tools when/if they are necessary for students to complete their field assignments.
- Students are NOT permitted to use their personal cell phones for field related work.
- Students are NOT permitted to drive clients in their personal cars.
- If formal clearances are required before the start of placement, student should be given ample time to complete the process.

EXPECTATIONS OF FIELD INSTRUCTORS

Supervisors are expected to provide the following learning opportunities:

- Design an educational experience with student input appropriate for a student as a learner
- Aid student in identifying learning goals
- Aid student in identifying what knowledge the student is seeking
- Schedule and attend weekly supervision conferences with students

- Make use of and hold students accountable for creating and providing supervision agendas in advance of weekly supervision meetings
- Make use of and hold students accountable for completing process recording throughout the academic year.
- Assist the student's integration of classroom learning and field practice experiences.
- Provide the student with information and material about the agency programs and help students to examine the program objectively and critically.
- Maintain an open dialogue regarding progress during supervision meetings
- In conjunction with student, examine his/her professional growth
- Help the student to identify his/her learning for primary field assignments
- Share in the communication process with Practice Faculty and/or Liaison.
- Collaborate each semester with the student to complete the field evaluation.
- Arrange for agency space and support services for the student.

SUPERVISION REQUIREMENTS/GUIDELINES

Supervision is central to the Social Work profession. The following are expectations for supervision in the field:

- **Agenda:** Students are expected to submit substantive agendas for conferences that reflect in-depth thought about their practice.
- **Frequency:** Conferences should be held once a week for at least 1-1 ½ hours. This time should be protected if possible in order to maximize student learning.
- **Availability:** It is suggested that field instructors be available to their students for consultation on an informal basis to the extent that is reasonably possible.
- **Content:** It is recommended that the field instructor and student attempt to integrate classroom learning and readings into the practice experience to the extent possible.
- **Process Recordings.** It is strongly recommended that supervisors require the completion and review of regular process recordings. SP2 suggests a minimum of two per semester.

BUDGETING YOUR TIME AS A FIELD SUPERVISOR

Field Practice Assignments consist of a work-load that, in quality and quantity, reflect the agency's work/mission and meet a student's educational needs. It is estimated that a field instructor should budget ½ day per week per student.

The following are expectations for which Field Instructors should budget ample time.

- Weekly supervision (1-1 ½ hours per week).
- Time to read, analyze and comment on students' process recordings, case notes, and any other documentation required by the agency.
- Time for writing semi-annual evaluations of the student's work.
- Time for in-person and phone conferences with Practice Instructor and/or Liaison.
- Time for travel and attendance of SP2's regularly scheduled meetings, events, as well as optional CEU trainings offered to Field Instructors.
- For first time Field Instructors, attendance is required at the monthly 3-hour Supervision Seminars which take place at SP2.

Please also note that additional staff may be asked to support the student's learning experience in such areas as I.T., H.R., and Administrative support.

SEMINAR FOR NEW FIELD INSTRUCTORS

The Seminar In Field Instruction (SIFI) is required for all new field instructors in order to orient them to the MSW program's educational philosophy and to enhance understanding of this collaborative process on behalf of student learning. The seminar must be taken concurrently with an agency's student's field placement. New supervisors meet 6 times throughout the academic year.

The SIFI seminar for field instructors provides the field instructor with an overview of the learning experienced by most MSW students. Field instructors are encouraged to identify their particular needs, design both their own and their student's learning activities and to provide support to their students. Through assigned readings, course content and course participation, supervisors learn to gauge changes in their students' social and professional roles. The seminar assists field instructors in resolving problems in their teaching situations with their students, especially as students move through new experiences where it is essential to enhance student confidence and help students assume responsibility for their own learning.

Another theme of the seminar is student performance evaluation. Field instructors are helped to view evaluation as a continuous and dynamic process based on students' learning needs and mutually agreed on learning objectives by field instructor and student as a basis for the end-of-semester(s) written evaluation.

ORIENTATION OF STUDENTS TO THE AGENCY

All students, regardless of the amount of experience they have had, need an orientation in their Field practice agency. This can be done on an individual or group basis. The purpose of this orientation is to help the student to learn about the agency's program, policies and procedures.

A significant part of this orientation should be learning by doing; by providing services. The student should be given an authentic piece of work to carry out within the first week in the agency. It is suggested that students be given an assignment on the first day in the agency. This piece of work can come in the form of an individual case and related case notes; a group and related narrative on that particular group; a committee meeting accompanied by minutes of the committee meeting, etc. This represents a means for the field instructor to assess the student's understanding of the interaction/event and also to help the student become a part of the agency.

Other areas that may be addressed during orientation are:

- agency's responsibility in student's learning process
- student's responsibility in learning process
- specific policies relevant to students
- general information about the organizational structure of the agency
- agency's affirmative action policy
- agency's confidentiality policy

If agencies are mandated to provide extensive orientations or trainings to students, they are asked to notify the school when placement negotiations are initiated. An extensive orientation is one lasting more than two days of placement days and/or one which requires that students attend orientation outside of their regularly scheduled placement days.

Questions to consider when planning an orientation:

- Is completion of training mandatory in order for student to begin field work?
- Does the orientation coincide with the first week in the field for students?

- Can student complete this training during the hours allotted in the field?
- If not, will the student be required to attend training prior to beginning field time?
- Are risk management and safety guidelines significant components of orientation?

PHYSICAL PLANT/EQUIPMENT REQUIREMENTS OF AGENCY

Students are expected to be provided with the following:

- Materials necessary to complete work such as access to agency records, computer, phone, and office supplies. *We ask that students not be asked to use their personal phones for agency related duties, especially those related to contact with clients.*
- Use of desk, office space, storage for materials, copier, and access to private areas for interviewing clients, etc.
- Reimbursement for travel while carrying out the agency's function, e.g., bus, subway, train, mileage for car usage.

WHAT TO EXPECT FROM STUDENTS

- To promptly and accurately report absences from agency.
- To secure clearance from field instructors for material to be presented in class as representative of the agency's purpose, policies and procedures.
- To prepare for supervisory conferences, including submitting an agenda.
- To seek clarity in understanding work assignments.
- To demonstrate a commitment to offering services within agency structure.
- To complete documentation consistent with agency procedure
- Develop and submit to supervisor process recordings for learning purposes.
- To offer constructive suggestions for agency service improvement.
- To demonstrate professional conduct as a representative of the agency in carrying out agency business.
- To comply with agency rules and regulations with reference to field practice.
- To bring to the attention of his/her Practice Faculty and/or Field Liaison any difficulties which the student is encountering in the field.

- To demonstrate a willingness to receive constructive feedback during supervision regarding practice skills and performance.
- Students are not permitted to transport clients in their own vehicles.

FIELD LIAISON ROLE AND RESPONSIBILITIES

PRACTICE PROFESSOR/FIELD LIAISON

The Foundation and Advanced practice instructors advise students on all matters pertaining to practice courses and field practice performance. This includes acting as a liaison to the field, coordinating the field curriculum assignments with the student's educational needs/learning objectives, and grading the field component of the student's educational experience. Grades for the practice class are given after the completion of each semester's field work. In order to assess students' work in the field the Practice Instructor/Liaison conferences with the Field Instructor at the beginning, mid-point, and end of the semester. At least one of the conferences will be an on-site visit and this is usually the first conference of the year. Other conferences may take place by telephone. An in-person or telephone conference may be called at any time throughout the field placement experience.

WHAT FIELD INSTRUCTORS CAN EXPECT FROM THE SCHOOL, PRACTICE FACULTY, AND LIAISONS

- To depend on reliable and open communication between Field Instructors, Practice Faculty and Field Liaisons.
- To provide advanced notice of meetings where Field Instructor's presence is warranted.
- To explain expectations about the supervisory role in relation to student's educational process (e.g., clarity of field practice days and assistance in student learning experiences).
- To provide background information on the student prior to the beginning of the placement.
- To receive prompt responses from Liaisons when Field Instructors request communication about issues pertaining to field or students.

WHEN TO REACH OUT TO A LIAISON

- Each student's Practice Faculty or Field Liaison will reach out to the Field Instructor shortly after the semester begins. A visit will be scheduled in the fall semester. Subsequent visits are scheduled on an as-needed basis.

- Supervisors are asked to communicate with Practice Faculty and/or Field Liaisons as soon as concerns emerge. While some concerns can be held off until the regularly scheduled visit, others cannot. We ask that supervisors not postpone communicating concerns; timely communication ensures that students have ample opportunities to grow and learn from field challenges.

TIMING AND PURPOSE OF THE FIELD VISIT

The principle opportunity to meet and discuss the student's learning and field placement will be during the fall field visit to your agency. During the early part of the first semester, the Practice Faculty and/or Field Liaison will call to arrange a three-way meeting with you and the student at the agency. The meeting will last approximately one hour.

WHAT TO EXPECT AT THE FIELD VISIT

- To discuss the student's overall progress thus far
- To review and/or modify the student's field learning objectives and goals relative to identified learning needs of the student
- To review the structure of the field instruction process, including expectations of both students and field instructors (e.g., the use of process recordings, agendas, and other field educational teaching tools in supervisory conferences)
- To determine opportunities for integration of field learning opportunities with the curriculum, including planning for second semester
- To answer any questions regarding the syllabus and assignments for the year
- To answer any questions regarding the end-of semester evaluation process

PREPARING FOR THE FIELD VISIT MEETING

- It will be helpful to have reviewed the course syllabus and to have a copy of the student's learning contract on hand.
- Be prepared to discuss how supervision is structured, the types and numbers of cases assigned, and any concerns or questions that have emerged.
- Sometime during the second semester, the Practice Faculty and/or Field Liaison will call the field instructor to review the student's continuing progress and learning needs in the classroom and field. The Field Instructor and Practice Faculty and/or Field Liaison may determine that an in-person rather than a phone conversation is recommended.

DISCUSSING PROBLEMS IN THE FIELD

Please note that the Field Instructor may also call the Practice Faculty and/or Field Liaison at any time during the year with questions or concerns. Should circumstances warrant additional three-way and/or individual meetings, these can be arranged at any point during the year at the request of Field Instructor, Practice Faculty and/or Field Liaison and/or Student.

FIELD EDUCATION COMMITTEE ROLE

The Field Education Committee consists of the Director of Field Education, Practice Faculty and/or Field Liaison, Academic Advisor, Dean of student Affairs and the Practice Faculty Chair and/or the Director of the MSW program.

Its purpose is to address significant concerns regarding students' performance in the field especially when that performance impacts the academic standing of a student.

PROCEDURES FOR CHANGES IN A PLACEMENT DURING THE SCHOOL YEAR

In general, field placement assignments cannot be changed after August 1st, unless there are mitigating circumstances. For educational reasons some students' placements must be changed during the year.

It is the intent of the School that a student will remain in a placement for at least one academic year. In rare circumstances, however, there may be a change in placements. These circumstances may be Agency, Student, or School-based.

SHOULD THE SCHOOL DETERMINE THAT A CHANGE IS NECESSARY

- The Practice Faculty and/or Field Liaison, along with the Field Instructor and Student, will try to resolve any problems that arise before considering change of placement.
- In the event that they are unresolvable, the Student's current Practice Faculty and/or Field Liaison will contact the Agency, Field Instructor and the Director of Field Placement about the need to change the Student's placement.
- The Practice Faculty and/or Field Liaison will be given an explanation for the need for a change and will be involved in the termination of the field placement, if it is necessary.
- Because of the limited time that a student is in placement, changes should be made in a manner which affords the Student continuity in his/her educational process, as well as continuity in services to clients.

SHOULD THE AGENCY DETERMINE THAT A CHANGE IS NECESSARY

- The Student's Field Instructor should notify the student's current Practice Instructor/Liaison.
- If, for any reason, the Field Instructor is unable to notify the Practice Faculty and/or Field Liaison, the Director of Field Placement should be contacted.
- The Field Instructor is responsible for notifying significant agency personnel.

SHOULD THE STUDENT DETERMINE THAT A CHANGE IS NECESSARY

- If the Student believes there is a valid reason for a change in Field Placement, he/she may take the initiative to discuss the possible change with the Practice Faculty and/or Field Liaison, who is responsible for discussing the matter with the Agency and the Director of Field Placement.
- Before any change is considered, the Student must meet with the Practice Faculty and/or Field Liaison to explore strategies for remaining. Practice Faculty and/or Field Liaison will make a visit to the agency to meet with the Student and Field Instructor in order to explore strategies for success as well as communicate concerns.
- If it is determined that a change of placement is necessitated the Practice Faculty and/or Field Liaison coordinates the communication/event/process.
- The Student is expected to carry out his/her assignment in a professional manner until the placement is officially terminated unless there are unusual circumstances. If such circumstances occur, the Field Instructor is responsible for communicating them to the student's practice instructor.

WORK-SITE & EMPLOYED PRACTITIONER PLACEMENTS

EMPLOYED PRACTITIONER PROGRAM STUDENTS

The Employed Practitioners Program is a three-year MSW program for experienced professionals who work full-time in a social service agency and have successfully completed the probationary period of employment. At the time of application submission applicants must be under the supervision of an MSW with substantial experience and must want to pursue an MSW on a part-time basis while continuing to work and be supervised at their place of employment. The Employed Practitioners Program is similar to the Part-time Program, but offers students the advantage of completing their foundation and advanced year field placements at their place of employment provided that the agency is able to provide the student with new learning assignments.

ADMISSION TO THE EPP PROGRAM IS BASED ON THE FOLLOWING

1. Students must meet all admissions requirements for the MSW program.
2. Students must complete a separate EPP Recommendation Form which is submitted with the application to the MSW program and approved by the Office of Field Education.

CRITERIA FOR SELECTION TO THE EPP PROGRAM

1. Students must have substantial work experience in the social service field.
2. Students must currently work full time at a social service agency and be supervised by an MSW at the time of application submission; the supervising MSW must have experience which meets the criteria for the Office of Field Education (MSW from an accredited school and 2 years post-masters experience).
3. Students must continue to work at the agency for the duration of the three-year MSW program.
4. Students must continue to be supervised by the same MSW employment supervisor for the entire three-year MSW program.
5. Students must complete the EPP Recommendation Form in conjunction with their employing agency and employing MSW supervisor. This form confirms, in writing, that the employing agency and employing MSW assure that they are able/willing to adhere to the EPP academic and field placement guidelines in support of the students successful EPP enrollment.
6. The Field Office must review and approve the student's EPP Recommendation Form.

FIELD PLACEMENT REQUIREMENTS:

Field placement is an integral aspect of the MSW program. The requirements for EPP students throughout the three-year are outlined below:

1ST YEAR

- No field requirement, but students continue to work in their places of employment.
- Students continue to be supervised by their employing supervisor.

2ND YEAR

- Students remain in their place of employment to fulfill the foundation year requirement.
- Students continue to be supervised by their employing supervisor.

- Students enroll in Foundations of Social Work Practice (SWRK 604/SWRK 614).
- Students enroll in SWRK 710: Employed Practitioners Seminar, which is led by an MSW and is a no-cost, non-credit, required seminar that provides them with supervision designed to link their job site learning to the material covered in their practice class. This seminar meets every other week on Monday evenings from 6-8pm.

3RD YEAR

- Students remain in their place of employment to fulfill the advanced year requirement.
- Students continue to be supervised by their employing supervisor.
- Students complete an advanced year placement at their job site by doing a minimum of 20 hours per week of work that is substantially different from their job duties and their Foundation Year assignment. This work must be in their area of concentration (clinical or macro).
- This field work must comply with advanced practice curriculum requirements.
- Their Field Placement field supervisor must be an MSW who does not supervise them for their current full time employment.
- Students enroll in Advanced Social Work Practice in their area of concentration (SWRK 704/SWRK 714 (clinical) or SWRK 708/SWRK 718 (macro)).

EPP FIELD WORK DESCRIPTION

The EPP program places a primary emphasis to the role of the student as a learner. Drawing on theoretical classroom learning and using the agency environment in their work with clients and communities, students are challenged to conceptualize and critically analyze their practice differently. While the EPP program allows students to continue in their current work site, new learning in field is addressed by the following requirements.

FOUNDATION YEAR FOR FIELD PLACEMENT (YEAR 2 IN THE EPP)

The foundation year students may retain their work role during their foundation field placement, but their specific responsibilities and how they relate to client and client systems and conceptualize their work differ now that the employee is in the student/learner role. This difference is outlined and articulated in the student learning contract. The learning contract is subsequently evaluated and approved by the foundation practice faculty to ensure it meets the learning needs and professional opportunities for the student to master the foundation practice

behaviors. Students meet the expectations of the EPP Foundation Year of Field Placement through the following:

- Participation in Foundation Social Work Practice class;
- Practice assignments geared toward integration of theory and field experience;
- Prioritizing new learning through a written learning contract between student and agency for the academic year that is evaluated and approved by foundation practice faculty;
- Assignment of a field liaison to support new learning in the field placement and ensure learning contract complies with foundation year practice requirements; and
- Employed Practitioners seminar in which assignments are designed to link with issues covered in the practice classes. Emphasis is on the integration of classroom learning into practice through the use of class participation, process recording, presentations, role-playing, group activities, and focused journal writing. The main purposes of this seminar are:
 - To orient students to their changing professional identity;
 - To support learning by encouraging students to make connections between Foundation Practice classroom knowledge and their work in the agency;
 - To encourage students to critically analyze their current practice and provide the learning environment for them to go deeper into their work with clients, agency systems and communities; and
 - To enable students to obtain the knowledge and skills to enter into the advanced field placement year.

ADVANCED YEAR FOR FIELD PLACEMENT (YEAR 3 IN THE EPP)

Advanced year students continue to retain their work role at their agency during their advanced year field placement. The structure of the work, however, shifts considerably during this final year of fieldwork. Advanced year EPP students meet the expectations of the EPP Advanced Year of Field Placement through the following:

- The student must complete a minimum of 20 hours per week of work that is substantially different from their job duties and their Foundation Year assignment.

- This new work must be supervised by an agency MSW who does not supervise them for their current full-time employment.
- This new work must be in their area of concentration (clinical or macro).
- This new work must comply with advanced practice curriculum requirements.
- The employing supervisor must continue to supervise the student in the employment role only.
- The student must enroll in the Advanced Clinical or Macro Social Work Practice class.
- The student must successfully complete classroom assignments geared toward integration of theory and field experience.
- Assignment of a field liaison to support and evaluate new learning, including site visit(s) to agency.
- Field placement/work assignment in the agency of employment that focuses on new areas of practice for student.
- Assignment of an MSW supervisor that does not supervise the student for their work duties.

MOVING FROM EPP TO PART-TIME STATUS AFTER ENROLLMENT

If there are changes to a student's employment status or to the agency's ability to meet the program requirements before the student has obtained his/her MSW degree, the student's standing in the Employed Practitioners Program will be re-evaluated. In these situations, it is possible that the student will be switched from the Employed Practitioners Program to the Part-Time Program.

EPP FIELD SUPERVISION REQUIREMENTS/GUIDELINES

	Year One	Year Two	Year Three
Field Hour Requirements	None required	20 hours/week of direct practice	20 hours/week of Clinical or Macro practice
Supervision Requirements	<ul style="list-style-type: none"> Employing MSW supervisor remains in role as supervisor of employee/EPP student 	<ul style="list-style-type: none"> Employing MSW supervisor remains in role as supervisor of employee/EPP student Integrative Seminar MSW supervision provided by SP2 faculty 	<ul style="list-style-type: none"> Employing MSW supervisor remains in role as supervisor of employee/EPP student Agency must secure a new MSW supervisor who is NOT an employing supervisor New MSW agency supervisor must be able to supervise student's new field learning
Field Work/ Assignment Requirements	None	<ul style="list-style-type: none"> Student engages in new learning through a written learning contract which is evaluated and approved by foundation practice faculty New MSW supervision (different from employing supervision) is provided through the Integrative Seminar which orients students to their changing professional identity and supports learning by encouraging students to make connections between Foundation Practice classroom knowledge and their work in the agency 	<ul style="list-style-type: none"> Student is required to find NEW agency work that is substantially different from their job duties as well as their Foundation Year field assignment. The work must be OUTSIDE of employment duties. New learning must allow for a minimum of 20 hours/week of work in the concentration of their choice (Clinical or Macro).

WORK-SITE PLACEMENTS

Occasionally the Field Office grants permission for a student to complete their placement at their site of employment. These are referred to as work-site placements. In order to consider placement at a work-site the following is required:

- The student must be able to function as a social worker in a social service agency.
- The student must be employed at the agency for at least 6 months prior to the beginning of the field placement and have passed the probationary period and be considered a permanent employee.
- The agency must be willing to reassign the student to different activities for the portion of the work week that will be considered field placement time.
- The agency must provide an appropriate field instructor for the time that is considered field placement. this supervisor must be different than the employment supervisor
- The employer, with full knowledge of the school requirements of the student, must indicate a willingness to provide the student with this opportunity.
- The Field Instructor must hold an MSW and have at least 2 years postgraduate experience.
- It is preferable that the Field Instructor be a regular employee of the agency.
- When this is not possible a field instructor may be a volunteer professional.
- A field instructor who is not a regular employee of the agency must have full access to the student work including client records.
- If the MSW supervisor is a volunteer professional, not employed by the agency an arrangement should be made for a task supervisor/employee of the agency to be available on-site during the period in which the employee is carrying out their field placement.
- Whenever possible it is best to reassign the student to a different section or unit within the agency. The field assignment needs to challenge the student to develop new skills.
- Whenever possible the employer is encouraged to pay the student's full salary for time spent on field placement.

NON-ACADEMIC PERFORMANCE POLICIES

While in the field, SP2 students are expected to comply with University policies and regulations outlined in the Penn Book, the University Code of Student Conduct, the Code of Academic Integrity, and the Master's Student Handbook. Students are expected to incorporate the highest standard of ethics in every element of their work and to manifest in their behaviors and demonstrate knowledge, skills, maturity, and emotional stability necessary to function as a professional.

Examples of non-academic performance and conduct that will subject the student to disciplinary action or dismissal from the program include:

- Violations of the University Code of Academic Integrity (e.g. plagiarism).
- Behavior determined to be a violation of University or School policies or regulations.
- Behavior determined to be a violation of the profession's ethics (e.g. NASW Code of Ethics in the case of social work).
- Inability to secure, sustain, or perform satisfactorily in a field placement.
- Behaviors that do not meet professional expectations and standards, which include accepted standards of professional conduct, personal integrity, or emotional stability for professional practice.
- Behaviors determined to be unprofessional conduct towards colleagues, faculty, or staff.

Standards and procedures for student non-academic performance are particular to specific professional standards or academic programs. Therefore, additional procedures that operationalize these standards and action steps in response to violations can be found in the policies for specific programs.

Alleged violations of the University's Code of Student Conduct, Code of Academic Integrity, and other applicable policies regarding student behavior may be referred to the Office of Student Conduct (OSC). The OSC is responsible for acting on behalf of the University in matters of student discipline. The OSC deals with alleged instances of academic dishonesty and other student misconduct, in order to determine how best to resolve these allegations consistent with the goals and mission of the University as an educational and intellectual community.

FIELD LEARNING CONTRACT: FOUNDATION & ADVANCED

FIELD LEARNING CONTRACT

Students are required to develop field learning contracts in collaboration with their field instructors. The contract should be tailored to individual interests, the level of experience, the nature of the agency, and the objectives of coursework.

THE PURPOSE OF THE LEARNING CONTRACT

Each student is expected to develop a plan for fieldwork (referred to as a Learning Contract). This should be tailored to individual interests, the level of experience, the nature of the agency, and the objectives of coursework

The contract is a tool to be used to facilitate the student's learning process. It helps to set boundaries for the student and can serve as the basis for end-of-semester evaluations. This contract is one way of insuring that learning objectives are clear, competencies are agreed on, and a field assignment to support competency-based learning is put in place. The contract should be flexible while also insuring that the School's educational objectives for the field placement experience are met. It will be used to guide fieldwork activities as well as evaluate fieldwork accomplishments.

The practice instructor/field liaison will refer to it during the field visit when it may be revised further. The Learning Contract is reviewed and updated each semester.

The school recommends that students develop a draft of learning goals and then use this draft in supervision to create the final contract. Students are asked to submit to their Practice Instructor a copy of the final Learning Contract which has been signed by the student, Field Instructor, and the Classroom Instructor.

The specifics of a learning contract should:

- Indicate work with individuals, families, or both; and/or work with groups, systems, communities.
- Identify specific and measurable learning objectives.
- Specify the population(s) student will be working with at the agency (e.g. foster youth, aging).
- Be compatible with the Practice coursework (e.g. address linking of class theories to practice, value and ethical issues, professional use of self, etc.).

PROCESS FOR EVALUATING FIELD

Field learning is a collaborative process between field instructor and student. It begins with the formulation of the learning contract and continues through regularly scheduled supervision and ongoing evaluation during the field placement. The evaluation process is an integral part of field evaluation and serves to foster professional development by helping students develop the capacity to evaluate their own work, appraise their performance progress, and determine and focus future learning tasks and objectives.

The major purposes of the evaluation are to (1) provide an opportunity for the student and field instructor to evaluate what the student has learned and where she/he is now, and (2) to conceptualize what skills and learning needs they should focus on in the future. It is the field instructor's responsibility to conduct an evaluation conference with the student and, based on the discussion, to develop a draft of the final evaluation. The completion of the evaluation is the responsibility of each field instructor, who will appropriately ask for student input and hold an evaluation conference as part of the process. Evaluations are to be completed via the Tk20 electronic system. ***No student is to be requested to write her/his own evaluation.***

EVALUATION FOR INCOMPLETE FIELD EXPERIENCES

Occasionally it is necessary for a student's placement to be changed during the semester. Field instructors are requested to evaluate the student's work prior to departure. A written assessment of the student's field practice status and progress is to be forwarded to the student's current Practice Faculty and the Director of Field Education.

Occasionally a field instructor leaves the agency prior to the end of a student's field experience. The school requests that, prior to leaving the agency, the field instructor complete an up-to-date assessment of the student which will be included in the end of the semester evaluation.

EXPECTATIONS OF FIELD SUPERVISORS AND STUDENTS REGARDING THE EVALUATION PROCESS

It is expected that field instructors meet for one hour of weekly supervision. It is also expected that supervisor and student use this time to periodically and informally assess individual student's progress. This seems most appropriate at mid-term. Students are expected to be active participants in the evaluation process.

A student's signature on the evaluation does not necessarily mean that he or she agrees with the evaluation but the evaluation has been read. A student may write an addendum to the evaluation with a copy being made available to the agency.

All evaluations are to be signed by the field instructor and the student.

SAFETY AND ETHICS

NASW CODE OF ETHICS

The social work profession relies on the NASW code of ethics to guide and formulate ethical responses to complicated human interaction. This section provides an abbreviated description of the NASW code of ethics.

The Code identifies core values on which social work's mission is based, summarizes ethical principles that reflect the profession's core values, establishes a set of specific ethical standards that guide social work practice, and provides the basis on which the public can hold a practitioner accountable.

SUMMARY OF PRINCIPLES

1. Social worker's primary goal is to help people in need and to address social problems.
2. Social workers challenge social injustice.
3. Social workers respect the inherent dignity and worth of the person.
4. Social workers recognize the central importance of human relationships.
5. Social workers behave in a trustworthy manner.
6. Social workers practice within their areas of competence, and develop and enhance their professional expertise.

SAFETY GUIDELINES & RISK MANAGEMENT

Field placements are as varied as the backgrounds and experiences of students in the field. It is not possible to create a set of guidelines sufficient to address every challenging circumstance a student might encounter in the field. The school asks that the field placement and students work in conjunction to create, reinforce, and discuss effective strategies in anticipating and responding to dangerous and/or challenging social work field experiences.

SP2 asks that Field Instructors provide specific orientation to agency policies and procedures regarding risk management/safety. We also ask that students request this information from their supervisor should an agency not have a formal set of policies and procedures. Informal methods for assessing and handling risky situations are as valuable as formal methods. Field Instructors are, therefore, asked to build discussions around formal *and* informal procedures in to weekly supervision.

The school has established the following guidelines that field placement agencies are expected to adhere to in order to maintain consistent safety standards for all MSW students.

SAFETY/RISK GUIDELINES FOR STUDENTS AND AGENCIES

- Students are not permitted to drive clients in their personal vehicles. If the field site has a car/van that students are expected to use for transporting clients, the agency is responsible for verifying that liability insurance covers the student.
- Students should not be left to staff an office or see a client without other staff present in the building.
- If a critical incident occurs while a student is in the field the student is asked to report the incident to Director of Field Education.
- Students and supervisors are asked to review the unique safety issues related to their placement experience/agency.
- Students are asked to be aware of their surroundings. They should become familiar with the neighborhood and community in which you are placed. Supervisor and student should review questions about parking, public transportation, and walking routes.
- Use supervision to explore attitudes, assumptions, fears, biases, and stereotypes that may shed light on your assumptions about your placement and its environs. Such discussions are essential to the field of social work and your professional development.
- Student and supervisor should identify and familiarize and discuss agency policies and guidelines related to safety, risk management, and de-escalation.
- Supervisors are asked to identify and arrange for any special training required for managing direct practice interactions. Training areas may include but are not limited to: predicting and managing aggressive behavior, interacting with special populations (e.g. adolescents, dissociative disorders, prison settings, drug & alcohol treatment, medical/health related issues, etc.), de-escalation techniques, non-violent self-defense, critical incident protocols, and physical restraint protocols.
- Supervisor and student should discuss office arrangements. The placement of desks, chairs, lighting, etc. can be an important part of your safety in the field. The physical working space you create is part of the professional message you send to those who will visit you in your work environment.
- Students should be aware of their own specific health issues that can be impacted by field experiences. These issues should, when appropriate, be brought to the attention of Field Office staff and supervisor so that placements can accommodate individual needs.

SAFETY/RISK GUIDELINES FOR HOME VISITS

Home visits are an integral part of social work practice. The school has established the following guidelines in order to maintain consistent safety standards while engaging in home visits.

- SP2 requires that students are accompanied on home visits before being asked to go alone.
- Communication is essential. Field instructor or a designated staff person should know where a student is traveling, with whom the student is meeting, when the student is expected to arrive and depart, and the nature of the visit.
- Student and supervisor are asked to identify and review any agency policies/guidelines regarding home visits.
- Students are asked to take a cell phone while conducting home visits. Field instructor and/or a designated staff person should have the student's cell phone number.
- Prior to traveling, students should familiarize themselves with routes for driving, walking, or taking public transportation. If driving, students should be aware of where to park.
- Students should be aware of their surroundings and walk or drive with a sense of purpose. They should avoid distractions such as talking on the phone or texting while traveling as this can distract from the ability to remain focused.
- If a building or environment feels unsafe, students are asked to exit immediately.
- Students are not permitted to drive clients in their personal vehicles. If the field site has a car/van that students are expected to use for transporting clients, the agency is responsible for verifying that the agency liability insurance covers the student.
- If an incident occurs while a student is in the field the student is asked to report the incident to Director of Field Education.
- When necessary, supervisors are expected to provide specialized training/guidance in areas such as universal precautions procedures, de-escalation techniques, and risks associated with specific populations.

SOCIAL MEDIA – GUIDELINES FOR USE

Social media channels are exciting ways to connect with others, advance the tenets of the social work profession, and share information. We expect that agencies, staff, and agency clients will make frequent use of social media. Given that, we ask that students adhere to social work values and ethical standards as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. Common issues related to social work field work include, but are not limited to, privacy and confidentiality (Section 1.07),

conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) with clients, colleagues, and practice settings.

SP2 asks that students do not have personal social media communication with clients unless the communication is via the agency's social media site and clients can be guaranteed that they will not have access to any personal student profile data.

Please be cautious about discussing your field placement, classroom work, or agency staff experience on your personal social media sites. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy, and confidentiality of all communication methods and when in doubt, seek consultation and supervision.

DISCUSSION POINTS REGARDING USE OF SOCIAL MEDIA IN THE FIELD PLACEMENT SETTING

It may be helpful for supervisor and student to explore the following questions at the start of the field placement.

1. Does the field site have a policy on the use of social media communication tools? If so, review the policy. If not, what expectation does the agency have regarding the use of social media during field hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?