



2025 - 2026

MSW FIELD EDUCATION MANUAL

The policy and practice of Marywood University is non discriminatory against applicants, employees and students on the basis of race, sex, color, national or ethnic origin, age, creed, ancestry, and religion. In addition, Marywood University does not discriminate against persons with disabilities and is in full compliance with the Rehabilitation Act of 1973, as amended.

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**Marywood University, College of Health Sciences
School of Social Work, MSW Program**

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Communication

The Field Education Office shares important information with students through the following channels:

1. **Email:** Our primary method of communication. All field-related messages will be sent to your Marywood University email address. Students are responsible for checking this account regularly to ensure they receive important updates and reminders.
2. **Brightspace:** All field students will use Brightspace to access program information, forms, and resources, as well as to upload materials such as timesheets, learning agreements, evaluations, and other required assignments.
3. **Student Mailboxes/Folders:** For students on the Scranton campus, mailboxes are located in the student lounge. For students at the Lehigh Valley campus, student folders are available for this purpose.
4. **Home Address:** Students must notify both the Registrar's Office and the Field Education Office of any changes to their address or name to ensure records remain up to date.

A MESSAGE FROM THE MSW FIELD EDUCATION DEPARTMENT

Field Education is a cornerstone of social work training, providing an essential bridge between classroom learning and professional practice. It is a collaborative partnership among the student, the field placement site, and the MSW program. Our Field Education Department works closely with students, placement sites, and field instructors to create the best possible match between your learning goals and the opportunities available in your placement setting.

Your field placement offers a unique opportunity to engage in hands-on social work practice, apply knowledge and concepts from your coursework, strengthen your existing skills, and develop new ones. It is an integral part of your growth as a future social worker.

It is natural to begin your placement with some anticipation or uncertainty. Please know that you are not alone in this process; your field instructor (supervisor), task supervisor (if applicable), faculty liaison, and our department are here to support and guide you. Field education is about integrating theory with practice, moving from learning to knowing in the classroom to doing in the field. Each student will have their own journey, and we are committed to helping you succeed in yours.

We hope you find this experience both challenging and deeply rewarding, and that it helps you grow into a confident, skilled, and reflective social work professional.

What You Can Expect in Field Placement

- Learn about the populations you will serve, the organization in which you work, and yourself as a professional.
- Build on your existing skills and develop new ones from your starting point.
- Explore and use organizational and community resources.
- Become a valued member of your placement team and contribute to its work.
- Apply classroom knowledge to real-world practice situations.
- Be challenged and encouraged to step outside your comfort zone.

What Is Expected of You

- Demonstrate professionalism by dressing appropriately, being dependable and punctual, and showing respect and openness to learning.
- Communicate regularly with your field instructor, task supervisor (if applicable), and faculty liaison.
- Engage in supervision by asking for and applying feedback.
- Address concerns promptly with your field instructor, and involve your liaison if needed.
- Take initiative in building relationships and developing your skills.

This Field Education Manual is your primary guide for understanding the field program, policies, and expectations. We encourage you to review it thoroughly and use it as a reference throughout your placement. A clear understanding of your role and responsibilities will help you make the most of your experience.

We value your input and invite you to share suggestions or feedback about the program so that we can continue to improve and support our students, field instructors, and liaisons.

We look forward to partnering with you on this important step in your professional journey. Wishing you a meaningful, enriching, and transformative field experience.

Have a wonderful, rewarding and challenging experience.

Dr. Michelle Ostroski, EdD, LSW
Director of MSW Field Education

2022 CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)*

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education, at the baccalaureate, master's, and doctoral levels, shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

EPAS Nine Core Competencies

The competencies are seen as holistic, the demonstration of competence is informed by the appropriate knowledge, values, skills, and cognitive and affective reactions. The competencies are outcome based, measurable practice behaviors. The goal of the outcome approach is to demonstrate the integration and application of the competencies into practice with individuals, families, groups, organizations and communities.

Each of the nine social work competencies listed below is followed by a paragraph that describes the competency. This description contains dimensions of the competency necessary for learning and developing competence throughout the course of a program. The dimensions are:

- *Knowledge:* generally includes learning the competencies and social work concepts.
- *Values:* Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.
- *Skills:* generally include the ability to apply or demonstrate competencies and social work concepts.
- *Cognitive and Affective reactions include:* Critical thinking - an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning and Affective reactions - the way in which our emotions influence our thinking and

The Learning Agreement and Evaluation are based on the competencies. These competencies address both Generalist Field and Specialized Field. The description of the competencies is below. The associated practice behaviors are found in the Generalist 1st year Field, Specialized 2nd year Field Syllabi, Learning Agreement and Field Evaluation Forms. Students will develop tasks in their Field settings that will address the competencies and associated practice behaviors.

CSWE NINE CORE COMPETENCIES

1: Demonstrate Ethical and Professional Behavior	
<i>Generalist - Foundation</i>	<i>Specialization</i>
<ul style="list-style-type: none"> -Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. -Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. -Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. -Social workers recognize and manage personal values and the distinction between personal and professional values. -Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. -Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. -Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. -Social workers understand the role of other professionals when engaged in interprofessional practice. -Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. -Social workers understand digital technology and the ethical use of technology in social work practice. 	<ul style="list-style-type: none"> -Social workers understand and apply ethical decision-making as a core element of professional social work. This includes integrating ethical decision-making models with a critical awareness of the historical and current impacts of structural oppression, systemic inequities, and white supremacy on the social work profession, its policies, practices, and concepts of professionalism. -Social workers demonstrate a working knowledge of the <i>NASW Code of Ethics</i> and related ethical standards, using these as a foundation for practice. They engage in ongoing self-reflection, critically analyze their own values and biases, and draw upon diverse, inclusive perspectives when making professional decisions and responding to ethical dilemmas. -Social workers recognize their ethical responsibility to address systemic injustices through advocacy, policy engagement, and organizational change. They apply ethical decision-making principles not only to individual client situations but also to community-level initiatives, program design, and systems reform efforts that advance human rights and social, racial, economic, and environmental justice. <p>Social workers:</p> <ol style="list-style-type: none"> a. Critically analyze professional ethics and concepts of professionalism within the context of structural and systemic forces. b. Examine and interpret the <i>NASW Code of Ethics</i> and apply its principles across diverse client populations and settings. c. Utilize ethical decision-making models to address complex practice

<p>Social workers:</p> <ul style="list-style-type: none"> a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication; c. Use technology ethically and appropriately to facilitate practice outcomes; and d. Use supervision and consultation to guide professional judgment and behavior. 	<p>situations, integrating cultural humility and anti-oppressive frameworks.</p> <ul style="list-style-type: none"> d. Engage in self-reflection and supervision to identify personal values, potential biases, and their influence on practice.
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2: Advance Human Rights and Social, Racial, Economic and Environmental Justice	
<i>Generalist - Foundation</i>	<i>Specialization</i>
<p>-Social workers understand that every person regardless of position in society has fundamental human rights.</p> <p>-Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.</p> <p>-Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.</p> <p>-Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.</p> <p>Social workers:</p>	<p>-Social workers recognize that equitable access to effective services is a basic human right and understand the significant and lasting impacts when access is limited or denied. They critically examine how structural and systemic factors shape community mental health systems, influence access to services, and affect client well-being.</p> <p>-Social workers value and support systems of care developed within diverse and historically underrepresented communities. They are committed to promoting human rights and advancing social, racial, economic, and environmental justice through their practice.</p> <p>-Social workers work to dismantle systemic barriers, advocate for equitable policies, and collaborate with communities to co-create sustainable solutions. They use their practice experience to inform policy change, resource allocation, and program development, ensuring that interventions address both immediate needs and the structural conditions that contribute to inequities.</p>

<ul style="list-style-type: none"> a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice. 	<p>Social workers:</p> <ul style="list-style-type: none"> a. Critically evaluate theories and approaches through a human rights and justice-focused lens. b. Analyze agency policies and practices to determine how they may facilitate or restrict equitable access to services. c. Engage in advocacy and action to challenge systemic injustices and reduce their impact on clients and communities. d. Integrate culturally responsive, anti-oppressive, and trauma-informed frameworks into assessment, intervention, and evaluation.
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3: Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice	
<i>Generalist - Foundation</i>	<i>Generalist - Specialization</i>
<p>-Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. - Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.</p> <p>-Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.</p> <p>-Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty,</p>	<p>-Social workers recognize the importance of ongoing self-awareness and professional growth to understand how personal values, beliefs, and life experiences are shaped by larger structural systems of power, privilege, and oppression. They understand intersectionality and how culture, identity, and community context influence experiences of health, healing, and well-being.</p> <p>-Social workers are mindful of how identity and power dynamics can affect the therapeutic relationship and client engagement. They acknowledge when harm has occurred at the individual or community level and strive to repair and restore trust.</p> <p>-Social workers value culturally responsive, equity-centered, and inclusive approaches that promote dignity, respect, and healing.</p> <p>-Social workers engage with communities, organizations, and systems to challenge inequities and promote inclusive environments. They integrate anti-racist and anti-oppressive frameworks into program design, policy development, and community</p>

<p>marginalization, and alienation as well as privilege and power.</p> <p>-Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.</p> <p>-Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</p> <p>Social workers:</p> <ol style="list-style-type: none"> Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and Demonstrate cultural humility by applying critical reflection, self awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. 	<p>engagement, ensuring that interventions and services address systemic barriers and foster equitable opportunities for health and well-being.</p> <p>Social workers:</p> <ol style="list-style-type: none"> Demonstrate anti-oppressive and equity-focused practice by identifying how structural systems and power dynamics shape health and healing. Articulate how intersecting identities and positionality influence engagement, rapport, and trust-building. Apply a strengths-based and culturally responsive approach to promote healing that honors diverse narratives of health, wellness, and recovery.
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4. Engage in Practice-Informed Research and Research-Informed Practice	
<i>Generalist - Foundation</i>	<i>Generalist - Specialization</i>
<p>-Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions.</p> <p>-Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs.</p> <p>-Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-</p>	<p>-Social workers value and affirm diverse ways of questioning, knowing, and experiencing the world. They approach evidence with a critical lens, examining who is centered, privileged, or marginalized by its creation and application. - Social workers understand both the potential benefits and possible harms of using research to inform practice, and they recognize that practice experience, both at the micro and macro levels, can shape future research and knowledge development.</p> <p>-Social workers incorporate multiple sources of evidence, including peer-reviewed research, community knowledge, and client experiences,</p>

<p>oppressive perspective.</p> <ul style="list-style-type: none"> -Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. - Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. -Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. -Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. -Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. <p>Social workers:</p> <ol style="list-style-type: none"> Apply research findings to inform and improve practice, policy, and programs; and Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work. 	<p>to guide ethical, equitable, and effective decision-making. They recognize the importance of applying research to inform policy, program development, and systemic change efforts.</p> <p>Social workers:</p> <ol style="list-style-type: none"> Engage a critical perspective when evaluating and selecting evidence, considering whose perspectives are represented and whose may be excluded. Integrate diverse ways of knowing, including community expertise, client lived experience, and culturally grounded knowledge, into decision-making and program planning. Apply practice-based insights to contribute to research, policy advocacy, and systems change efforts. Use research findings to support interventions that advance social, racial, economic, and environmental justice at both the individual and community levels.
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5: Engage in Policy Practice	
<i>Generalist - Foundation</i>	<i>Generalist - Specialization</i>
<ul style="list-style-type: none"> -Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. -Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. -Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, 	<ul style="list-style-type: none"> -Social workers recognize policy practice as an essential component of ethical and effective social work. They understand how policies are created, implemented, and evaluated, and they can identify the ways policy decisions impact individuals, families, communities, and service systems. -Social workers connect the realities of practice to broader policy issues and, in turn, use policy analysis to inform decision-making and advocacy. -Social workers critically assess policies

<p>and anti-racist lenses.</p> <p>-Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities.</p> <p>-Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.</p> <p>Social workers:</p> <ol style="list-style-type: none"> Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice 	<p>through an anti-oppressive and equity-focused lens, considering their implications for access to services, client well-being, and community health. At the macro level, they participate in advocacy and systems change efforts to advance social, racial, economic, and environmental justice.</p> <p>Social workers:</p> <ol style="list-style-type: none"> Analyze the relationship between policy and practice by identifying how policy decisions influence realities, and how these experiences can inform policy development. Hold and articulate informed positions on policy issues that affect clients, communities, and clinical settings. Critique policies to identify potential inequities and propose strategies to address them. Engage in advocacy efforts, at organizational, community, and legislative levels, to promote access to services and advance justice.
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6: Engage with Individuals, Families, Groups, Organizations and Communities	
<i>Generalist - Foundation</i>	<i>Generalist - Specialization</i>
<p>-Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.</p> <p>-Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</p> <p>-Social workers are self reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage</p>	<p>-Social workers understand that meaningful engagement is grounded in an awareness of the social, cultural, and historical contexts that shape the lives of individuals, families, and groups. They consider how experiences of collective trauma, systemic inequities, and community resilience influence the engagement process.</p> <p>-Social workers recognize that their own identities, lived experiences, and positionality can affect how they build rapport and establish trust. They value community strengths, wisdom, and leadership, integrating these assets into the engagement process.</p> <p>-Social workers are attentive to the limitations of standardized engagement practices that may</p>

<p>effectively with diverse clients and constituencies.</p> <p>-Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p> <p>Social workers:</p> <ol style="list-style-type: none"> Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. 	<p>separate clients from their families, communities, or broader societal contexts, and they seek culturally responsive and relationship-centered approaches that foster inclusion and empowerment.</p> <p>-Social workers extend engagement beyond the individual or family to organizations, communities, and systems, collaborating with stakeholders to build partnerships and advance shared goals.</p> <p>Social workers:</p> <ol style="list-style-type: none"> Apply principles of healing centered practice in the engagement process; Demonstrate awareness of their own positionality and how it impacts engagement with individuals, families, and groups; and Apply engagement strategies with diverse clients based on an intersectional understanding of systems of power, privilege, and oppression.
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7: Assess Individuals, Families, Groups, Organizations and Communities	
<i>Generalist - Foundation</i>	<i>Generalist - Specialization</i>
<p>-Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. - Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan.</p> <p>-Social workers recognize the implications of the larger practice context in the assessment process</p>	<p>-Social workers recognize that assessment is both a responsibility and a privilege, requiring accountability, transparency, and cultural humility. They approach assessment as a collaborative process that values the voices and lived experiences of individuals, families, groups, and communities.</p> <p>-Social workers select and apply assessment strategies with an awareness of the conceptual lens through which they work, acknowledging how power dynamics, systemic inequities, and institutional values may influence the assessment process. They are attentive to the ways standard assessment practices may overemphasize pathology or separate the client system from their broader social, cultural, and historical contexts.</p> <p>-Social workers intentionally seek to identify</p>

<p>and use interprofessional collaboration in this process.</p> <p>-Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.</p> <p>Social workers:</p> <ol style="list-style-type: none"> Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan 	<p>and elevate the strengths, resources, and resilience that clients and communities possess.</p> <p>-Social workers recognize the role of community and organizational assessments in identifying systemic needs, assets, and barriers to service, and they integrate this knowledge into program development and policy advocacy.</p> <p>Social workers:</p> <ol style="list-style-type: none"> Identify and assess strengths in individuals, families, groups, organizations, and communities as a central part of the assessment process. Critically analyze, select, and apply assessment strategies that are culturally responsive, contextually relevant, and appropriate for the specific client or community system. Evaluate the influence of power dynamics and systemic factors on assessment processes and outcomes. Integrate assessment findings into collaborative goal-setting, treatment planning, and system-level change efforts.
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8: Intervene with Individuals, Families, Groups, Organizations and Communities	
<i>Generalist - Foundation</i>	<i>Generalist - Specialization</i>
<p>-Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. - Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.</p> <p>-Social workers understand methods of</p>	<p>-Social workers integrate the principles of healing-centered practice when identifying, formulating, and implementing intervention strategies with individuals, families, groups, organizations, and communities. They approach intervention with accountability, intentionality, and a commitment to fostering meaningful change in partnership with the client system.</p> <p>-Social workers critically examine the assumptions underlying intervention theories, recognizing how dynamics of power, privilege,</p>

<p>identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals.</p> <p>-Social workers facilitate effective transitions and endings.</p> <p>Social workers:</p> <ol style="list-style-type: none"> Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. 	<p>and oppression may shape the design, delivery, and outcomes of interventions. They understand that effective interventions can occur at all levels, micro, mezzo, and macro, and that sustainable change often requires addressing systemic factors alongside individual and relational needs.</p> <p>-Social workers collaborate with organizations, coalitions, and community members to design and advocate for interventions that address structural barriers, promote equity, and strengthen community capacity. This integration of direct practice and systems-level work ensures that interventions are both client-centered and socially responsive.</p> <p>Social workers:</p> <ol style="list-style-type: none"> Identify and critique the assumptions embedded in intervention theories, including how power, privilege, and oppression may influence practice. Apply healing-centered principles in the development and delivery of interventions across all system levels. Collaborate with individuals, families, groups, organizations, and communities to co-create interventions that are culturally responsive and contextually grounded. Integrate macro-level strategies, such as policy advocacy, organizational change, and community development, into intervention plans to promote lasting, systemic impact.
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9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	
<i>Generalist - Foundation</i>	<i>Generalist - Specialization</i>
-Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities.	-Social workers integrate ongoing evaluation into their practice as a means of ensuring accountability, effectiveness, and continuous improvement. They assess interventions for fidelity to the chosen model, as well as the

<p>-Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness.</p> <p>-Social workers apply antiracist and anti-oppressive perspectives in evaluating outcomes.</p> <p>-Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes.</p> <p>-Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p> <p>Social workers:</p> <ol style="list-style-type: none"> Select and use culturally responsive methods for evaluation of outcomes; and Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. 	<p>efficacy of any adaptations, considering how these changes meet the needs of clients and communities.</p> <p>-Social workers actively seek and value client feedback, engaging in authentic partnerships to understand what constitutes progress and meaningful change from the client's perspective. They critically examine evaluation strategies for their ability to incorporate client and community knowledge, lived experience, and cultural context.</p> <p>-Social workers are mindful of the underlying assumptions that inform evaluation methods and of how power, privilege, and oppression may shape the evaluation process and outcomes.</p> <p>-Social workers apply evaluation methods to assess the effectiveness of programs, policies, and community initiatives, using findings to inform service improvements and systemic change.</p> <p>Social workers:</p> <ol style="list-style-type: none"> Design evaluation processes and methods that are relevant to the clinical and community context, including selecting appropriate measures, data collection tools, and analysis methods. Connect observed outcomes to the chosen evaluation methods to determine practice effectiveness and inform necessary adjustments. Gather and incorporate client and community feedback through multiple strategies, ensuring that evaluation reflects diverse perspectives and experiences. Engage in self-reflection to assess their own role in the evaluation process and to identify opportunities for improving practice at both the micro and macro levels.
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ELIGIBILITY CRITERIA FOR FIELD

Students will have met the basic criteria for admission to the MSW program and be admitted to the MSW program prior to assignment to a Field setting for placement. Students cannot receive academic credit for life or work experience for any portion of Fieldwork.

All students complete a Request for Field placement portfolio packet and an individual interview with the Field Education office. In addition, students must be completing or have completed the necessary courses to be eligible for Field assignment.

To begin 1st year Generalist Field experience, Field I-SW 591, Full-time students must be concurrently taking SW 601-Human Behavior and the Social Environment, SW 801-Social Welfare Policy I, SW 701-Research I and SW 501-Social Work Practice I with Field I-SW 591. Students must pass SW 591 and SW 501 to enroll in SW 592. Students must successfully complete the first year of Field and meet all the above criteria to do a Specialized Practice placement (SW 595 and SW 596).

To begin 1st year Generalist Field experience, Field I-SW 591, Part-time students must have successfully completed SW 601-Human Behavior and the Social Environment, SW 971-Ethics and SW 801-Social Welfare Policy I and be enrolled concurrently in SW 501-Social Work Practice I. Students must pass SW 591 and SW 501 to enroll in SW 592. Students must successfully complete the first year of Field and meet all the above criteria to do a Specialized Practice placement (SW 595 and SW 596).

To begin their Specialized Practice Field III, SW 595, Students with Advanced Standing status must have a BSW from an CSWE accredited program and received credit for SW 601-Human Behavior and the Social Environment, SW 801-Social Welfare Policy I, SW 501-Social Work Practice I and SW 502-Social Work Practice II, SW 591-Field I and SW 592-Field II (440 hours) to begin SW 595 Field III.

Students must be interviewed by the Field setting prior to confirmation of a Field Placement. In addition, students must meet any Field setting requirements such as immunization, a physical, drug and alcohol testing, criminal background checks, clearances etc.

The Field Education Department is guided by the following specific criteria in Field assignments:

1. student's level of development as a potential professional social worker;
2. availability of practice opportunities at a given Field setting/program appropriate to the student's level of development and educational need;
3. student's area of interest in professional social work; and
4. individual issues or concerns of the student that must be considered in finalization of the Field assignment.

ROLES AND RESPONSIBILITIES IN FIELD EDUCATION

The Field Education experience is a “partnership in learning” between the student, the Field setting, the Field Instructor, the Liaison, the Field Education Department, the School of Social Work and, in some settings, a Task Supervisor. Communication is the key component of this “partnership in learning” and critical in assuring a strong Field Education program and Field experience.

An effective partnership is based on everyone involved being aware of their roles and responsibilities, accepting

responsibility for his/her part of the educational program and using sound social work practice in carrying out his or her specific roles. Collaboration and acceptance of mutual responsibility is the cornerstone of the relationships.

Students

Students are the key component in the “partnership in learning”. The Field Education experience is the most important influence in the development of a student’s social work practice skills. While the SSW and Field Education Department, in partnership with the placement sites, can provide the educational context; each student has the overall responsibility for his or her own learning in the classroom, in the Field Placement and the profession.

Students should think of themselves as future practicing professional social workers and should behave, perform assignments, and uphold responsibilities in a manner consistent with accepted social work practices. The best guide to Field settings culture and expectations is observed by the behavior of the Field Instructor, other professional social workers, and professional staff in the Field setting.

Primary learning will include the Field setting’s history, mission, protocols, policies, procedures, programs and services. In addition, students will learn what their internship role will be, what learning experiences are available, the types and variety of assignments, as well as the expectations at the placement. Students should feel free to discuss with their Field Instructor questions about dress, ways of addressing colleagues and clients and resources within the Field setting. Students are expected to arrive on time, follow the scheduled days and hours and practice good time management skills.

Students should have fun, try new things, ask questions, integrate oneself into the Field setting, build on his or her strengths, develop new skills, look for learning opportunities and link theory with practice. Students also need to remember to take care of themselves and develop their own “stress busters”.

Field Education students’ responsibilities include:

- Attending mandatory “*Preparation for Practice*” Field Orientation and complete preparation pre-requisites.
- Reading the Field Manual and complying with the contents.
- Completing all required Field hours.
- Active participation in his or her own learning in the Field Placement, including identification of learning goals; submitting all Fieldwork assignments (i.e. Learning Agreement, Six (6) Process Recordings/Reflections per semester, weekly activity reports, end of semester Reflection of Learning, any additional specialized assignments, evaluations and feedback forms) within specified time frames and Brightspace as indicated.
- Adherence to Field setting norms and standards governing professional practice, including professional behavior and complying with all Field setting requirements, documentation, reports, trainings, projects, etc. in a timely manner.
- Providing Field Instructor with course syllabi/assignments
- Taking initiative in identifying and working through, with Field Instructor, Task Supervisor (when utilized), and Faculty Liaison, any concerns or learning difficulties which may arise.
- Performing in a professional and responsible manner; keeping commitments to the Field setting, clients, Field Instructor, Task Supervisor (when utilized), and Field Liaison.
- Accepting the role of learner and practitioner and all related responsibilities.
- Being aware of and abiding by the NASW Code of Ethics.
<https://www.socialworkers.org/about/ethics/code-of-ethics>
- Reflecting on your progress and seeking feedback during weekly supervisory conferences. Preparing an agenda for supervision.

- Taking responsibility for ensuring personal safety and security while performing Field activities.
- Identifying yourself as a social work intern in all professional interactions and interventions.
- Completing any necessary background checks for Field placement site & complying with any additional requirements specific to a Field setting (i.e. immunizations, drug testing, physicals, additional clearance such as Child Abuse, PA Criminal Background, etc.). Students are financially responsible for any incurred cost.
- Providing your own transportation to and from the Field setting.

On-Site Field Instructor

The Field Instructor in the placement setting is the student's supervisor, teacher, and mentor during the placement. They play an important role and have a significant influence on the student's development and progress in becoming a professional social worker. The School of Social Work seeks an active partnership with each Field Instructor toward promoting the most substantive educational experience possible. The Field Instructor and the school share the goal of helping the student toward development of competence and skill as a professional social worker.

The responsibilities of Field Instructors include:

- Providing a minimum of one hour of individual supervision per week.
- Modeling the values and ethics of the social work profession.
- Providing the orientation of the student to the history, mission, philosophy of the Field setting, policies and procedures, as well introductions to staff and physical setting.
- Assist student in the development of a comprehensive Learning Agreement. along with the student, review the Learning Agreement during Faculty Liaison first Field setting visit.
- Coordinating student Field setting assignments, tasks and learning experiences to ensure the student is meeting the objectives of the Learning Agreement.
- Integrating theory with practice (teacher, mentor, and supervisor).
- Reviewing process recordings, activity sheets and documentation in a timely manner; discussing and providing feedback in supervisory sessions.
- Maintaining ongoing evaluation of student's progress and completing a written evaluation of the student at the end of each semester, which is reviewed in a meeting with the student and Faculty Liaison.
- Maintaining regular contact with the Faculty Liaison throughout the placement. Informing the Faculty Liaison promptly of any problems or changes in the Field placement and, when necessary, developing a plan of action with the Liaison and the student.
- Participating in Field Instructor orientation, Field Instructor trainings and Field sponsored meetings.
- Providing feedback to the Faculty Liaison and Field Education Department on the performance of their responsibilities.

An essential component of the Field Instructor's responsibilities involves the coordination of assignments, tasks and learning experiences. The overall goal of assignments, tasks and learning experiences is to provide the student with a Field Experience that emphasizes experiential learning.

- There should be opportunities to work with a variety of social work practice methods, people, and problems.
- Assignments, tasks and learning experiences should be selected to facilitate meaningful exposure of the student to differing ethnic, racial, age, gender, and social class groups to promote diversity, equity and inclusion.

- Depending on the nature of the setting, experiences could include direct client or client system interviews/sessions, intakes, assessments, treatment planning, case management, collateral interviews, staff meetings, committee involvement, projects, etc. The number of tasks assigned will vary according to the nature of the placement setting.

It is expected that sufficient assignments will be given to fully involve the student in the placement operations and constitute a meaningful workload for the time in Field. In addition, the Field Instructor is in the unique position to support the student in gaining access to additional learning experiences within the Field setting, with other agencies and in the professional community. Students and Field Instructors should blend classroom learning with assignments. The student is responsible for providing course syllabi and assignments to the Field Instructor. Field Instructors are encouraged to be creative and may design additional assignments such as special projects, additional readings, journaling, audio or videotaping or developing trainings.

Off-Site Field Instructor and Task Supervisor Model

In special circumstances, when a Field setting doesn't have a qualified MSW on-site to be a Field Instructor, arrangements can be made with a Field setting to utilize an off-site Field Instructor with a Task Supervisor model. The Field Placement Field setting provides an on-site Task Supervisor for day-to-day assignments and works closely with the off-site Field Instructor in planning the placement activities. This arrangement is approved only after careful consideration of the educational opportunities and benefits of the Field Placement. Not everyone will fit this model.

An *Off-Site Field Instructor* has to have an MSW from a CSWE accredited School of Social Work and with two years' post MSW experience. An off-site Field Instructor can be a Field setting employee from another program site, Field setting consultant or Board member, a community practitioner, or School of Social Work faculty member. The Field Education office and Field setting collaborate in identifying an off-site Field Instructor. The off-site Field Instructor maintains close communication with the Field setting Task Supervisor and Liaison.

The Off-site Field Instructor responsibilities include:

- Providing the weekly hourly supervision, reviewing process recordings and providing feedback during supervision.
- Modeling the values and ethics of the social work profession.
- Coordinating the Learning Agreements with the student and Field setting designated Task Supervisor.
- Discussing assignments, tasks and learning experiences with Field setting designated Task Supervisor to ensure they assist student in meeting learning objectives.
- Integrating theory with practice (teacher, mentor, and supervisor).
- Maintaining ongoing evaluation of the student's progress in discussion with the task supervisor and completing a written evaluation of the student at the end of each semester which is reviewed in a meeting with the student and Liaison.
- Maintaining regular contacts with the Task Supervisor and Liaison throughout the placement. Informing the Liaison promptly of any problems and, when necessary, developing a plan of action with the Task Supervisor, Liaison and the student to address the problem.
- Participating in Field Instructor trainings and Field sponsored meetings as able.

- Providing feedback to the Field Liaison and Field Education Department on the performance of their responsibilities.

A **Task Supervisor** is a qualified Field setting employee familiar with the daily operations of the Field setting. The Task Supervisor can be a Psychologist, Program Supervisor, Licensed Professional Counselor or MSW without two years post MSW experience, or other human service professional responsible for the delivery of services in the area the student is assigned.

The Task Supervisor responsibilities include:

- Providing daily and ongoing assignments and coordinating learning opportunities.
- Providing support with assignments.
- Providing task supervision
- Maintaining ongoing evaluation of the student's progress in discussion with the off-site Field Instructor supervisor and providing input for the written evaluation by the Field Instructor of the student at the end of each semester.
- The Task Supervisor and off-site Field Instructor maintain close communication to ensure the Field objectives are met. If a problem arises, the off-site Field Instructor, Task Supervisor and student work together with the Liaison to resolve the problem.

Faculty Field Liaison

The school, the Field settings and the students collaborate in the process of integrating classroom learning with the Field learning experience. Faculty Liaisons are responsible for monitoring a student's Field experience through regular contacts with the student and Field Instructor and Task Supervisor when applicable. They are the linkage between the school and the practice experience. They are mentors, advocates and support for students during their Field experience.

The School of Social Work and MSW program is fortunate to have a cadre of experienced social work professionals who serve as Faculty Field Liaisons. Liaisons include full-time Faculty who serve as Liaisons. These Faculty have teaching responsibilities across the curriculum which bring a richness to their role as Field Liaisons. The remaining Liaisons are part-time Field Faculty and are practicing or retired social work professionals who have been Field Instructors and/or part-time teaching Faculty for the School of Social Work and/or other colleges and universities. They represent a broad range of clinical, administrative and community practice. Liaisons are usually familiar with the geographical area they cover and the human service community.

Three formal Field setting visits are scheduled either virtually or in person by the Liaison with the student and Field Instructor and Task Supervisor when applicable.

1. *First Field Setting Visit* – The first Field setting visit should occur within three to four weeks of the student starting a placement.
 - *During the first Field setting visit, the Faculty Liaison will:*
 - Reinforce expectations of the School of Social Work and regarding weekly supervision sessions “Instructional Hour” between the student and the Field Instructor.
 - Discuss the purpose of the Field Instructor reviewing process recordings with the student, address any process recording questions for students, and describe forwarding the process recordings to the Liaison.

- Review the Learning Agreement to see if the learning activities address the CSWE Competencies. The Liaison will suggest edits as needed.
 - Review with the Field Instructor, Task Supervisor when applicable, and student how problem situations are to be handled using the Problem Solving and Discontinuance Policies in the Manual.
 - Review with the student and Field Instructor the Student Evaluation Form, the Student Field Education Feedback Form and Field Instructor Feedback Forms.
 - Encourage the Field Instructor to attend School of Social Work and workshops and/or Field Instructor training sessions.
2. *Second Field Setting Visit* - The second Field setting visit takes place at the end of the fall semester and focuses on the evaluation of the student's Field experience. It is important that the student, as well as the Field Instructor, takes an active part in the evaluation process.
 3. *Third Field Setting Visit* –The third visit is in the spring semester for the final Field evaluation.

Additional Liaison/Field setting visits can be scheduled as needed either virtually or in person. Between Field setting visits, Liaisons are involved in ongoing consultation with the Field Instructor as well as the Task Supervisor when applicable about student progress and about any issues, concerns or problems that may arise.

Liaisons maintain communication with their Field Instructors and students through email, phone contacts, etc. They may meet with students as a group or individually. Liaisons serve as conduits for information and communication between classroom Faculty and Field Instructors to promote awareness of student needs and maximize educational opportunities in both the classroom and the Field. Liaisons are responsible for reviewing Process Recordings/Journal Reflections submitted to them by the student after they have been reviewed and discussed with the Field Instructor. Liaisons may require additional student assignments as indicated.

The Field Education Office provides the overall administration, coordination, development, assessment, and direction of the program and for ensuring quality of the Field Education core content area. The Office consists of the Director of MSW Field Education, and the field faculty. They are responsible for assigning the Field Education grades based on input from the Faculty Liaison and Field Instructor and review of the student's overall performance. They work collaboratively in providing the Seminar in Field Instruction for Field Instructors (SIFI), coordinating Field Education trainings, "*Preparation for Practice*" student Field Orientation, the Field Manual and Field Education resources. They are responsible for the following: student placements including pre-placement interviews; Field setting referrals; Field setting confirmation; the development of new Field placement sites and Field instructors; maintaining connections with existing placements and Field instructors and conducting the student Field information session.

FIELD EDUCATION POLICIES

Pre-placement information and requirements

All students complete an application for field and meet with the Field Office for their program to discuss Field and placement opportunities which focus on an area of interest. Students will be referred to a Field setting and will arrange an interview. Students are expected to accept a placement when it is offered. However, if after the interview there is a serious concern about the placement on

the part of either the Field setting or student, it should be discussed with the Field Education Department immediately. If the Field setting determines the interview has not resulted in a successful match, the Field setting representative contacts the Field Education Department and an alternate placement will be selected. If after two interviews a student has not been offered a placement, Field Review will be held to determine the next course of action dependent on individual circumstances.

All students need to pay particular attention to the following: Students with circumstances in their backgrounds that may emerge during background checks need to discuss the potential implications of these circumstances with the Field Education Office during their interview for a placement. Students who have a criminal background should understand some agencies are precluded by law or Field setting policy from accepting them for a Field placement. Additionally, some agencies are unwilling to supervise students with certain criminal charges. The effect of a positive report will vary according to the Field setting policies and explanations of individual circumstances.

The Field Education Department makes every possible effort to secure a Field placement for students, however if this cannot be accomplished due to criminal charges, the student may not be able to complete the degree program. Students need to be further aware that even if they are successful in obtaining a placement and receive an MSW, certain criminal offences may preclude them from obtaining employment or licensure as a social worker. Students need to check individual state licensing requirements. Students should be aware that many employers and state licensing boards require background checks for professional social workers.

Field Setting Pre-requisite Requirements

Most Field Settings require Background checks and may have additional requirements or pre-requisites such as references, required training, physical exams, medical tests, specific immunizations, drug screening or other requirements particular to the work the student or social worker may be expected to do. *Students are required to comply with individual Field setting requirements prior to the beginning of a Field placement and are responsible for any associated costs in completing the requirements.*

Field Orientation “Preparation for Practice”

All students beginning 1st year Generalist Field (Field I) and all Advanced Standing Students beginning 2nd year Specialized Practice Field (Field III) are required to attend the Preparation for Practice: Field Orientation session scheduled for each program prior to the beginning of Field. Information on where and when the session is held will be provided prior to the start of the Fall semester. *Please note:* Only in extenuating circumstances will students be excused from the scheduled Preparation for Practice Orientation session. If the student is unable to attend the scheduled mandatory session for a valid reason, he/she must discuss the reasons with the Field Office to arrange alternative arrangements. *Students will not be able to start Field without the training.*

Preparation for Practice covers a wide range of topics important in preparation for Field. The session includes an overview and explanation of Field requirements; writing Learning Agreements and doing Process Recordings/Journal Reflections; contextual issues of practice; safety issues in the Field; integration of Theory and Practice; communication skills; cultural diversity; strengths perspective and utilizing supervision.

FIELD SCHEDULE

All Field students are required to complete the required number of Field hours.

<i>1st Year Generalist Field</i>	<i>2nd Year Specialized Field</i>	<i>Advanced Standing Specialized Field</i>
440 Hours	480 Hours	480 Hours

Field Hour Completion:

<i>Traditional Field</i>	<i>Extended Field</i>
16 Hours per week	12 Hours per week
1 st year Generalist Field I, SW 591 is 12 weeks, Field II, SW 592 is 15 weeks	1 st year Specialized Field II, SW 595 and Field IV, SW 596 are both 15 weeks
Students can complete two eight (8) hour days or schedule the sixteen hours over three or four days. However, Field hours must be scheduled in blocks of no less than (3) three hours though preferably no less than (4) four hours per day on a regular basis.	Students have the option to apply for an extended field placement; 12 hours per week which extends the number of weeks one is in Field. Approval is dependent on availability of Field setting opportunities. Field hours must be scheduled in blocks of no less than (3) three hours per day though preferably no less than (4) four hours per day on a regular basis.

Additional Field Overview

Students who do not have a BSW complete two years of Field for a total of 920 hours.

Students who have a BSW and received credit for Field I and Field II complete one year of Specialized Field III and Field IV for a total of 480 hours.

As a general rule, students are not allowed to bank hours to finish Field early. Approval is required to complete the field hours early or late.

Students are expected to complete their Field hours during the transitional workday. A limited number of placements may be available during non-traditional hours based on Field setting availability of services. Students are expected to complete their Field hours during the traditional workday. A limited number of placements may be available during non-traditional hours based on Field setting availability of services that meet the criteria for a Field Placement. While we cannot guarantee placement in non-traditional settings or that all Field hours can be completed during non-traditional hours, we will do our best to explore options and work collaboratively to find a placement that aligns as closely as possible with your needs and goals. Even when a Field setting offers non-traditional hours, they often require

students to be available at times during traditional hours in order to have a full Field setting experience and be involved in meetings, trainings and service provision.

Normally, Field is required to be taken concurrently with Social Work Practice courses, since the primary objective of Field is to facilitate the integration of practice learning with theoretical content.

Note: The only exception is if an alternate schedule has been approved, such as a Field Block placement; a 2nd year International placement; extenuating circumstances or if a student is repeating either first year or second year Field.

Students must be registered for the appropriate practice course (noted in parentheses) while in a Field placement unless alternative scheduling has been approved. The following describes Field requirements (Please note the concurrent Social Work Practice course number is in parentheses):

1st Year Generalist Field	Hours	Schedule	Total
Field I SW 591, (SW 501), Fall	200 Hours	Traditional Field: 12 weeks, 16 hours per week or; Extended Field: 16 weeks, 12 hours per week	440 hours
Field II SW 592, (SW 502), Spring	240 Hours	Traditional Field: 15 weeks, 16 hours per week or; Extended Field: 20 weeks, 12 hours per week	
2nd year/ADV Standing Specialized Practice Field	Hours	Schedule	Total
Field III SW 595, (SW 504), Fall	240 Hours	Traditional Field: 15 weeks, 16 hours per week Extended Field: 20 weeks, 12 hours per week	480 hours
Field IV SW 596, (SW 506), Spring	240 Hours	Traditional Field: 15 weeks, 16 hours per week Extended Field: 20 weeks, 12 hours per week	

Field Hours include:

The Field hours in addition to direct practice include all activities related to practice in the setting, including but not limited to; supervision, writing Process Recordings/Journal Reflections, processing activities at the Field setting, visits to other programs, meetings, committee work, program planning, Internet research on topics related to Field work, consultation, travel time to home visits, other agencies, meetings etc. and approved trainings.

Field Hours do not include travel time to and from Field setting/location or lunchtime. Travel time during Field hours does count for Field hours, this may include travel to; other Field setting sites, other agencies, home visits, meetings or conferences etc.

Individual Field Placement Schedule

The student and Field Instructor decide the schedule (days and times) for the placement. Placement

days and times are part of the Learning Agreement. The school recognizes there may be some shifting in days/hours of attendance due to Field setting or student need. If any problems or issues arise in scheduling, they need to be discussed with the Faculty Liaison.

Any major changes in the schedule must be discussed with the Field Instructor, Field Liaison and need to be approved by the Field Office.

Modification of Field Hours

Modification in the 16 hours a week Field hour or 12 hour extended placement option will be considered for extenuating circumstances such as unexpected or chronic illness, health or mental health issues, disabilities documented by the Student Disability Services, pregnancy or childbirth, Field setting circumstances and special opportunities not otherwise available in the regular schedule or special situations. The total number of hours (440 or 480) is never modified under any circumstances.

Modification in hours includes starting Field early, starting Field late, finishing Field at an alternate date, or extended absences. In some instances, agencies due to scheduling, may request a modification.

In all cases, *requests for modification after Field has started must be submitted in writing with documentation of the need to the Field Education Office.* For students already in Field, any request for change in scheduling must be discussed and approved by the Field setting Field Instructor and Liaison who will complete the necessary form. Requests for changes or modification can be initiated based on the circumstances by the student, Field Instructor, Liaison or Field Education Office.

All changes and modifications must be approved by the appropriate Field Education Office and documented in the student file.

Holidays - Students can observe all legal and religious holidays observed by the Field setting. No student will be penalized for observing their own religious holidays that may not be observed by the Field setting and are allowed days off when a student's normal Field Day falls on the following University scheduled holidays: Labor Day, Thanksgiving, Christmas, Easter and the 4th of July. Please note: Students do not receive credit for Field hours for these days. Students must make up the hours during the semester and meet the required hours for the semester.

Inclement Weather - Students are not expected to go to Field if a Field setting is closed due to inclement weather or if the student is unable to go to Field due to inclement weather because of driving conditions etc. However, on inclement weather days students do not receive credit for Field hours for these days. Students must make up the hours during the semester and can meet the required hours for the semester. Students can plan ahead with their Field Instructor activities they do remotely if the agency closes for weather conditions if driving conditions prevent a student from going to Field.

Personal/Sick Days - Students needing to take time from their placement due to illness or personal issues need to discuss how to handle this with their Field Instructor and Liaison. Any time off will be made up by additional days of attendance at the Field setting as students must meet the required number of hours of Field.

If the student requires extended time off due to health or personal reasons, they must consult with the Liaison and Field Instructor to formulate a plan to make up the work or discuss options. A Modification of Field plan must be submitted and be approved by the appropriate Field Education Office. In instances

of pregnancy, the Learning Agreement will address a plan and schedule to address the planned absence. In any situation, utmost concern will be directed to mitigating any adverse effect unplanned absences will have upon clients or assigned responsibilities.

CHANGE OF PLACEMENT

Students are expected to complete their Field placement within the assigned Field setting. Changing a Field placement is rare and issues that arise are expected to be resolved using the problem-solving model and in consultation with the Faculty Liaison. Challenges in Field placements present learning opportunities for students to address situations that arise, utilize problem solving skills and develop satisfactory resolutions.

Students and Field Instructors need to allow enough time (usually the first eight weeks of a placement) to address any adjustment and/or learning issues arising early in a placement. One should allow time for the supervisory relationship to form and for the student to become acclimated to the Field setting and its work.

Even if issues develop early on in the placement, students should use the first weeks of Field developing self-awareness and problem-solving skills. It is important to have open communication with the Liaison to assist both the student and Field Instructor in resolving any issues.

Occasionally situations may arise when a student, a Field Instructor or the Faculty Liaison request a change of placement when circumstances unrelated to the student's performance make continuation in the placement an issue. Examples include but are not limited to a Field Instructor leaving the Field setting; organizational changes which result in lack of opportunities for appropriate learning; student relocating; or "goodness of fit" issues with a Field setting.

Communication and planning are essential parts of the process. In all cases, any requests must be discussed with the Field Liaison who will be responsible for facilitating the completion of the Request for Field Placement Change form available from the Field Office. The Field Education Office will review the request and approve or disapprove any Field Placement change.

When a change is approved, the student is expected to complete the termination process in the initial placement, which includes termination with clients and administrative requirements (i.e., documentation, etc.) and with the supervisor and staff. The original Field Instructor completes a summary of the student's Field experience to date, including the number of hours completed and Process Recordings reviewed and discussed.

The reason for the change, circumstances surrounding the change, and the time of the change will determine the student being assigned to another Field placement Field setting or discontinuing Field for the remainder of the semester while an appropriate plan is developed.

FIELD PLACEMENT EMPLOYMENT OF FIELD EDUCATION STUDENTS

Occasionally an employment opportunity arises at a Field setting prior to the end of a placement. If this occurs, the student needs to discuss the option with their Liaison as to how it could impact their Field placement at the Field setting who will discuss the option with the Field Office. It is the responsibility of the Directors of Field Education to assure and maintain the integrity and educational focus of the Field experience.

The Field setting and student must demonstrate that the employment opportunity does not conflict with the Field experience in that it is in an area not part of the Field experience and the new job supervisor is not the Field instructor. If this criterion is not met and the student chooses to accept employment, the student cannot continue in the setting as Field placement and will need to request a change of placement. Students who accept employment in their placement Field setting without discussing the implications for Field through the appropriate channels Field placement will be terminated.

CONFIDENTIALITY

Standards for client privacy and confidentiality vary among agencies so students need to become familiar with and comply with all Field setting policies and procedures regarding confidentiality in their Field setting, including HIPAA as it relates to the Field setting. Students need to address implications for their practice with their Field Instructor during their orientation to the Field setting.

Students have an ethical and legal obligation to take appropriate steps to ensure client confidentiality in all educational assignments. As a general rule, in the interest of protecting client privacy, any classroom material, Field assignments including process recordings are to be written or discussed so the identity of the client(s) and client system(s) are protected by use of pseudonyms. Additionally, it is not necessary to identify the name of the Field setting, its location and personnel.

Privacy and confidentiality are required for all activities used for classroom material, Field assignments and process recordings, not just direct practice encounters.

All students sign a Confidentiality statement as part of the application for Field process.

- **HIPAA Training:** All 1st year Field Students and all Advanced Standing Students are required to complete a Marywood University approved HIPAA Training. Students will receive detailed directions for completing the training. Once the appropriate training is completed confirmation of training is forwarded to the Field Education Office.

TECHNOLOGY AND SOCIAL MEDIA

Students need to be especially sensitive to the boundaries between personal and professional uses of social media and technology. While in Field, students should not be utilizing personal phones and electronic devices for emails, text messages, social media (Facebook, Instagram, Twitter, Tiktok Snapchat, etc.), make unnecessary personal phone calls or utilize Field setting computers for personal use which includes personal internet browsing.

Use of social media including text messaging, tweets and Facebook, Instagram, Tiktok, Snapchat etc. type postings must never reference information, events or comments related to a student's Field placement. Work- related electronic documents that may be confidential in nature should not be downloaded or saved onto personal laptops, computers, or devices. Other precautions should be taken to protect the boundaries between personal and professional lives and to protect the safety and privacy of the client and Field setting. Students are expected to use technology in a professional and ethical manner. A breach of this will result in a Field Review.

CONFLICTS OF INTEREST

All Field students need to be aware of potential conflicts of interest and avoid conflicts of interest that interfere

with professional discretion and impartial judgment.

The following need to be taken into consideration:

During the Field Placement planning process or anytime afterward, students need to discuss with the Field Education Office, information about any agencies/programs where there may be a conflict of interest because: students and/or their family members or partner are currently receiving or have recently finished receiving Field setting/program services or a family member or partner is currently employed by the Field setting/ program or has recently left a position with the Field setting/program.

Once in their Field Placement, MSW students can avoid conflicts of interest or potential conflicts of interest by:

- Discussing with their Field instructor and Faculty Liaison when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the client's interests primary and protects client's interests to the greatest extent.
- Refraining from taking unfair advantage of any professional relationship to further personal, political, religious, or business interests.
- Refraining from engaging in dual or multiple relationships with clients or former clients in which there is a risk of potential harm or exploitation to the client. Dual or multiple relationships occur when MSW students relate to clients in more than one relationship, whether professional, social, or business.
- When providing services to two or more individuals who have a relationship with each other (i.e., couples, family members), MSW students with support from their Field Instructor should clarify with all parties which individuals are considered clients and professional obligations to all individuals who are receiving services.

CULTURALLY RESPONSIVE & SOCIALLY DIVERSE PRACTICE

The School of Social Work and MSW Field Education program are committed to the importance of culturally responsive and socially diverse practice beyond cultural competence, in social work education and in the delivery of social work services to diverse populations across all settings. As Social Work students, practitioners and educators it is our responsibility and challenge to understand how cultural, societal and institutional practices have and can contribute to the marginalization of individuals, families, groups, organizations and communities. It is essential to effectively address intersectionality and to challenge those systems and to include diversity, equity and inclusion frameworks throughout our practice.

The National Association of Social Workers (NASW) [Code of Ethics](#) outlines key dimensions of cultural competence, emphasizing the importance of understanding and respecting cultural diversity in social work practice. These dimensions are primarily detailed in Standard 1.05, "Cultural Competence and Social Diversity," and are further supported by the NASW Standards and Indicators for Cultural Competence in Social Work Practice.

Social workers:

- Social workers should understand culture and its functions in human behavior and society, recognizing the strengths that exist in all cultures.
- Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- Social workers should obtain education about and seek to understand the nature of social

diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

The dimensions of diversity are understood as the intersection of multiple factors including age, class, culture, physical ability, ethnicity, immigration status, political ideology, race, faith and spirituality, sex, gender expression, gender identity, gender orientation, cognitive ability, family structure, education, relationship status and geography. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization and alienation as well as privilege, power and acclaim.

A Diversity assignment which needs to be done one time during the field experience and will be provided. The Assignment will be worth 15 Field hours and more information will be forthcoming.

NASW CODE OF ETHICS

Students are required to practice in accordance with the current NASW Code of Ethics. A copy of the Code of Ethics is available online at the NASW website:

<https://www.socialworkers.org/about/ethics/code-of-ethics>

TRANSPORTATION

Each student is responsible for her/his own transportation to and from placement.

Students in their internship role are not permitted to use their own vehicle for Field setting client transportation. In addition, students should always check with their own automobile insurance coverage company before using their car during their placement (i.e., making home visits, traveling between offices, etc.) Students should also have a clear understanding of the Field setting mileage reimbursement policy for students.

Field setting Transportation – If a Field setting expects students to transport clients in a Field setting vehicle, prior written permission must be given by the School of Social Work. The student has to be comfortable transporting clients before the school will agree to the student having responsibility for transporting in a Field setting vehicle.

In addition, the Field setting must provide written documentation to the student and School of Social Work and verifying that Field setting automobile insurance covers the student as a driver of a Field setting vehicle.

Transportation to and from one's Field placement does not count toward Field hours. Transportation time during Field placement (i.e., home visits, Field setting visits, and community visits, conferences etc.) counts as Field placement time.

PROFESSIONAL LIABILITY INSURANCE (Malpractice Insurance)

All Field Students are covered by Professional Liability Insurance while in Field and covers students while they are involved in all Field placement activities. The insurance is arranged and provided for each student through the Marywood University School of Social Work.

While the school acknowledges some students may carry individual insurance and agencies may likely have their own insurance, the coverage through the school guarantees coverage for student activity and of the Faculty Liaison as it relates to the requirements of the internship.

Please note: In circumstances where a student has a conviction, they may need to purchase a separate special Liability Insurance Policy which the Field Office will assist them in obtaining.

All students are required to complete and sign a Professional Liability Insurance questionnaire required by the insurance carrier as part of the placement planning process

All placements receive a copy of the current Professional Liability Insurance Certificate with the placement confirmation packet. Any questions regarding the insurance coverage should be directed to the program Director of Field Education.

The University and School of Social Work does not cover personal liability and does not assume responsibility for damage or injury to or caused by the student during their Field placement.

INTERPROFESSIONAL EDUCATION (IPE)

Throughout the MSW Field program, students will have opportunities to engage in Interprofessional Education (IPE). These IPE experiences may occur within the College of Health Services, in partnership with healthcare systems, or directly within students' field placements. Each student is required to participate in at least one IPE experience during their Generalist or Advanced Standing MSW field placement.

The World Health Organization defines Interprofessional Education as an experience that “occurs when students from two or more professions learn about, from, and with each other”. IPE goes beyond common learning; it introduces shared concepts, skills, language, and perspectives to establish a foundation for interprofessional practice. It is a comparative, collaborative, and interactive learning environment—designed as a testing ground for IPE—that considers the diverse roles, responsibilities, knowledge, ethical obligations, and value systems of each profession.

This approach fosters mutual trust and respect by acknowledging differences, dispelling prejudice and rivalry, and confronting stereotypes and misconceptions. Importantly, IPE honors the integrity and contributions of each profession. Regardless of participants' professional status, everyone is treated as an equal learner, with each person's unique expertise respected and valued.

Experiential learning is a core element of IPE, students enter real-world practice environments to learn how to collaborate effectively in “real-life” settings. Interprofessional learning is distinct from multidisciplinary approaches, where students from various professions may study or work together without deep integration. True IPE requires intentional integration and collaboration across disciplines, whether in educational or practice settings.

SAFETY

All students are required to follow any and all guidelines established by Marywood University, the Centers for Disease Control (CDC), the PA Department of Health, local, state, or federal government, the School of Social Work and your Field Placement setting.

The School of Social Work and is aware there are inherent risks to Field setting staff and students in situations requiring contact with the public. It is the student's responsibility to be aware of the need for personal safety and to minimize risks as much as possible.

The Field setting has the responsibility for orienting students to Field setting specific safety issues. Students and Field Instructors should discuss safety issues at the beginning of the semester and as an ongoing part of supervision. If home visiting is involved students should discuss with their Field Instructor and Liaison the Field setting protocols.

The School of Social Work has instituted a reporting protocol: *The Field Education Incident Reporting Form* whenever a situation arises that presents a safety or ethical concern. A safety incident is defined as any occurrence that involves an individual's physical or emotional safety in the course of conducting their duties and responsibilities as a Field Education student. The Director of Field Education reviews all incidents to assure a plan is developed and implemented to address the incident.

The following graphic provides an easy way to remember the importance of being alert and safe about us and our environments. It was shared at a Field Instructor training without the original citation however it has been replicated many times always without a citation. We decided to share it this year.

SAFE Field Education

SELF	<ul style="list-style-type: none"> ■ Identify yourself as a student ■ Communicate your whereabouts ■ Employ physical safety measures ■ Professional Liability Insurance coverage provided through the School of Social Work
AGENCY	<ul style="list-style-type: none"> ■ Know the safety policies and procedures of the agency and how they are related to the university and the program. ■ Assess the culture of the agency with regard to issues of safety. ■ Consider the client population served. ■ Ensure your professional well-being. ■ Attend supervisory sessions. ■ Practice within your role as a student. ■ Know legal liability. ■ Review mandated reporting and your duty to warn/prevent harm.

FEELINGS	<ul style="list-style-type: none"> ■ Trust your gut. ■ Ensure psychological well-being ■ Engage in self-care; think of the oxygen mask metaphor. ■ Manage stress and potential burnout. ■ Educate yourself and be aware of vicarious trauma.
ENVIRONMENT	<ul style="list-style-type: none"> ■ Assess internal and external agency environments – lighting, parking, and so on. ■ Assess the type, location, and time of day of service (i.e., in office, in home, or community based).

Safety Policy & Procedures Guidelines for Social Workers

as Prepared by NASW's Committee for the Study and Prevention of Violence Against Social Workers (2008)

Work-related violence against social workers is a fact of life. Violence includes physical assault, verbal assault, intimidation, harassment, and the threat (verbalized or implied) of future assault. The impact of assault can be lessened, some incidents may be prevented entirely, and the possibility of anticipating a high-risk situation and therefore having good contingency planning is increased through good preparation.

NASW's Committee for the Study and Prevention of Violence Against Social Workers recommends every Field setting and private practitioner develop safety policies and procedures which address prevention, intervention and aftermath strategies. This outline is general. Each Field setting or private practice can develop specific, comprehensive guidelines to address their unique characteristics and needs. Agencies will need a separate plan of action for each unit and specialized function. To maximize social worker and staff safety and to minimize

Field setting liability, the following guidelines are offered. For more information, please see <https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid=0>

I. Safety Plan of Action

A written safety plan specific to the function and layout of each Field setting, branch or division of an organization can be developed. Both staff input and expert consultation are important in the planning. Each safety plan must be detailed and comprehensive so that all staff members, clinical and non-clinical, know exactly what to do in case of emergency. The plan should be reviewed and practiced on a regular basis if it is to be useful. A comprehensive safety plan should include:

How to recognize signs of agitation.

- A specific plan for what to do at the first signs of agitation. This includes recognizing subtle signs of agitation like high blink rate and lower body movement.
- Code words and phrases to signal for help without increasing the client's awareness to be developed.
- Format for ongoing assessment of a client's level of agitation, anger and impulsivity.

- Format for assessing the dangerousness of a particular situation.
- Format for intervention including:
 - When and how to attempt verbal de-escalation.
 - When and how to use non-violent, self-defense, physical evasion, force deflection and disengagement skills.
 - When and how to call security or police.
 - When and how to evacuate buildings.
- Everyone in the facility, administrative, clinical, and service staff can be trained in these areas for maximum safety.

II. Exterior and Physical Layout

- Maintain and furnish the facility so that it presents an organized, calm, and respectful appearance to clients. Pay particular attention to the waiting area.
- Ensure adequate lighting inside and out.
- Be aware of traffic patterns with special attention to where clients can go unescorted. If the location of the bathrooms and coffee area allows unescorted clients to walk through the building, be aware of the risks. NOTICE ALL ACTIVITY!
- Establish a risk room where potentially violent or agitated clients can be seen. This room should be furnished in a sparse, neutral manner, and located in a central area with ready access to help. Have staff assigned to check on risk room activities.
- Evaluate the need for safety equipment including buzzers and alarms in offices.
- Furnish offices to allow a comfortable distance between client and worker and to permit easy exit for both. Eliminate items that may be thrown or used as weapons.
- Routinely inspect exterior and interior layout and all safety equipment to ensure all is in working order.

III. Rules, Regulations and Procedures

- Establish a format for taking a required history of violence as a part of regular intake procedure.
- Establish a format for communicating violent history to staff when current danger exists.
- Ensure adequate staffing at all times; no one should work in a building alone.
- Communicate safety policies to clients, when indicated.
- Orient new staff to safety policy and plan.
- Formulate and post a policy re: providing services to clients who carry or have guns and weapons.
- Formulate and post a policy re: providing services to clients who are under the influence of alcohol or drugs at the time of service.
- Provide ongoing supervision, consultation and training in:
 - Details of safety policy and plan with regular updates.
 - Assessment of client's potential to become violent.
 - Treatment and clinical interventions with potentially violent clients.
 - Competent limit setting.
 - Desescalation techniques.
 - Non-violent self-defense, physical evasion, force deflection and disengagement skills.
 - Tarasoff decision-the duty to warn and protect.
 - Aftermath of client violence.
 - Trusting the physical feedback worker is getting from his/her body as the first

- warning sign of trouble.
 - Give permission to end a potentially dangerous situation immediately.
- Address institutional practices that unintentionally contribute to client violence.
- Develop a policy on home visits which include:
 - Leaving itinerary with the office staff so the worker's location is known at all times.
 - Phoning office frequently when in the Field; preferably after each appointment ends.
 - Providing portable phones and other safety equipment.
 - Providing options for escorts; staff or police.
 - Giving permission not to go when the risk of imminent violence is high.
- Establish relationships with security and police. Let them know what you do and what you need from them.
- Design a program to address the aftermath of client violence. Address the physical and emotional needs, short and long term, of the assaulted worker, worker's family, co-workers and affected clients as well as a format for debriefing and communicating with all staff following an occurrence of violence.
- Develop a format to address the consequences of violent or threatening behavior with the client. Include the effect of the violence on services. Develop a format to determine when and how legal action against the violence client will be taken.
- Log and communicate to staff all work-related occurrences of violence including threats.
- Re-evaluate policies, procedures and training needs following an occurrence of violence.

SUPERVISION (Field Instruction)

Supervision is an important part of Field Education, as well as for ongoing professional social work practice. It is also an important part of an MSW student's professional growth. Supervision affords students the opportunity to develop self-awareness, to reflect on the content and process of their work, to build social work skills and to develop skills related to professional use-of-self. In supervision, students can learn to communicate issues or concerns in ways that are direct, open, and honest. It also provides a setting for students to learn to accept and use feedback, as well provide feedback to their Field Instructor and other Field setting personnel. Supervision provides an opportunity for students and Field Instructors to clarify expectations. Student work directly affects client's lives and/or impacts on systems. Guidance, direction, support and feedback from the Field instructor is important.

Three Components of Supervision

Educational: Addresses Knowledge; Skills; Reflection

Administrative: Addresses Policies & Procedures; Tasks; Resources

Supportive: Provides Feedback; Mentoring; Support: Advice

Students should make the most of supervisory sessions in a purposeful & responsible manner.

- Meet at a regularly scheduled time with your supervisor each week. Be prepared with an Agenda (sample on Moodle). Bring questions, observations, & requests for input & feedback.
- Use the time to process experiences, examine performance & explore new ideas. Field Instructors expect an MSW Intern to:
- Be dependable & follow through on assigned work.

- Pay Attention to detail & proper procedures
- Show initiative in work-related assignments.
- Demonstrate a cooperative attitude toward the Field instructor, task supervisor & other Field setting staff.
- Show a willingness to learn from whatever tasks are assigned.
- Be open to supervision, including asking for and learning from constructive criticism.
- Demonstrate a willingness to seek help when needed.
- Utilize technology in a professional and ethical manner.

Supervision is an interactional process. However, it is not therapy. Many students are drawn to the profession thinking it is a way for them to address their own issues. Supervision is not the place to do that. It is possible that, in working with clients, you may bump into your own issues. Having insight about that can be helpful. However, if your issues are getting in the way of being effective with your clients, you should seek outside resources and counseling to address them. Don't be offended by this recommendation - it is in support of you being a more effective social worker.

Conflicts might arise in the supervisory relationship. For example, a student may feel the Field instructor does not devote enough time to the student and his/her learning needs. Or a student may feel the Field instructor is either too controlling or not structured enough. The student and Field Instructor may have very different personalities. Perhaps a student and Field Instructor differ in terms of gender, race, ethnic background, or age and this somehow affects the relationship. Whatever the conflict, talk about it. Don't avoid the problem. Students will be expected to find ways to deal with these issues. Remember, the faculty liaison is available to assist in problem solving.

The School of Social Work MSW program requires a **minimum of a one-hour scheduled weekly supervisory conference** between Field Instructor and student. Dependent on agency practices, supervision may be in-person or remote (i.e., Zoom, Google Meets, Facetime, etc.).

The supervisory conference "Instructional hour" should last from one to one-and-one-half hours per week. Supervision should cover the range of services and the student's learning experiences at the Field setting, provide feedback on student progress, and encourage the student's critical thinking. Since students are required to complete Process Recordings or Journals each semester, the supervisory conference is the appropriate place to review and critique these. Students are asked to submit their Process Recording or Journal Reflection to their Field Instructor prior to the Supervisory Conference to allow the Field Instructor time to review it before discussion.

Group supervisory conferences can be helpful complements to individual conferences and will be considered on an individual Field setting basis. Field Instructors should discuss with the faculty Liaison if they plan to use group supervision in addition to individual sessions. **Adapted from University of Buffalo Field Education Material*

FIELD EDUCATION DOCUMENTS/DOCUMENTATION

Learning Agreement

The Learning Agreement is a learning contract collaboratively developed between the student and the Field Instructor, which is completed within the first three to four weeks of the Field experience for both

Generalist 1st year Field experiences and for Specialized Practice 2nd year Field experiences. It is based on the Nine Core Competencies as defined by the Educational and Policy Accreditation Standards of CSWE.

The purpose of the Learning Agreement is for the student and Field Instructor to discuss and plan jointly the learning and assignments to be undertaken during the placement and to clarify expectations. It is the blueprint to learning. In addition, the Learning Agreement provides a basis for accountability from both the student and Field setting perspective. It is a guide to measure student progress throughout the semester and year and forms the basis of the midyear and final evaluation. It also protects the student from having too much or too little to do during the Field experience.

To ensure clarity and direction in the Field experience, the student and Field Instructor jointly develop the Learning Agreement. It provides an opportunity early on for the student and Field instructor to think both creatively and academically as they design the outline for the entire year's Field learning. The process of formulating the learning agreement also provides an early opportunity for students to take an active role in shaping their own learning and for students and their Field instructors to develop a good working relationship with each other. The Learning Agreement should provide for a mixture of assignments which may be "comfortable" for the student to master quickly and some which are more challenging and growth-enhancing. The Faculty Liaison can be used as a resource in the development of a Learning Agreement. As the Learning Agreement is intended as a guide for learning, it is a fluid document and can be revised throughout the Field experience. Revisions can be made as some objectives are met and new ones are added, and as the student's activities and learning needs change. Any revisions should be discussed with the Liaison and an Addendum to the learning Agreement provided.

The Faculty Liaison reviews the Learning Agreement on his/her first Field setting visit and may suggest changes as necessary. All Learning Agreements are approved by the Liaison and reviewed by the Field Education Department. The original and one copy of the Learning Agreement are given to the Faculty Liaison. It is due approximately one month after the start of the Field Placement. The signed Learning Agreement becomes a part of the student's Field file.

Field Activity Sheets

Students are required to complete Field Activity Sheets on a weekly basis. The Activity Sheet identifies the variety of activities students are involved in to assure the requirements of Field are being addressed. It is also a time sheet and documents the time students are in Field. Definitions of the activities are on the back of the Activity Sheet and on Brightspace. Activity Sheets are signed by the Field Instructor weekly and submitted to the Faculty Liaison at least every other week during each semester.

Please note: A Field Review may be called at any time during the placement if the Field setting or Liaison identify that a student is chronically late in complying with Process Recording and/or Field Activity Sheet requirements. Students with extenuating circumstances must have a plan approved by their Field Instructor and Liaison for assuring timely completion of outstanding material. However, students who do not comply with documentation requirements and plans of correction, risk receiving an Unsatisfactory grade even if they have completed their Field hours satisfactorily

Process Recordings and Journal Reflections Overview

Process Recordings are an integral part of the learning experience and a hallmark teaching tool in social work education. They provide a structured opportunity for students to reflect on their interactions, develop professional insight, and enhance core social work skills. Journal Reflections offer a meaningful alternative to the traditional Process Recording format and can be especially useful in certain types of placements or practice experiences.

Both formats are designed to promote reflective practice and should connect directly to the student's individualized Learning Agreement. Learning objectives identified in the agreement, such as developing clinical skills, enhancing use of self, or integrating theory into practice, can and should be explored through these written reflections. This connection helps ensure that the student's written work remains purposeful, focused, and aligned with their professional growth goals.

The writing of Process Recordings and Journal Reflections is an acquired skill. These reflections should be written in the first person (e.g., I thought, I observed, I said), rather than in the third person (e.g., this intern, this writer). They are not chart notes, but rather opportunities for personal and professional processing of client interactions, agency dynamics, and field learning experiences.

Please note that these documents differ from any required documentation at the Field site and should not be included in agency records or client files.

While we cannot guarantee that all students will be placed in non-traditional settings or that all Field hours can be completed during non-traditional hours, we are committed to working collaboratively with each student to explore available options and identify a placement that aligns with their goals, schedule, and Learning Agreement whenever possible.

Any face-to-face interaction or virtual encounter/interaction may be used for recording.

The following are examples of, but is not an exhaustive list:

- Intake sessions
- Assessments
- Ongoing sessions
- Terminations
- Case management sessions
- Home visits
- Individual or Family sessions with clients
- Groups
- Professional contacts including Field setting staff, community, school, or service providers, Field setting or interdisciplinary or inter-Field setting meetings,
- Case conferences, Committee meetings Project planning Consultation
- Training, Workshops, Webinar or Field setting experiences a student wants to process or reflect on.

It is expected that records will vary in detail.

Writing Process Recordings/Journal Reflections provides students an opportunity to:

- pay attention, conceptualize, reflect on and analyze their work and experiences.

- increase self-awareness.
- rethink and process interactions
- demonstrate critical thinking skills and written expression.
- recognize results of interventions
- reflect on their ability to evaluate their practice.

Reviewing Process Recordings or Journal Reflections with their Field instructor helps the student:

- identify learning patterns.
- access a Field Instructor's factual and practice knowledge and experience.
- reflect the extent to which the student is able to integrate knowledge and theory gained from previous experiences, classroom courses, and outside readings.
- discuss his/her response to emotion, process, and content so the Field Instructor can gauge how the student is progressing emotionally in his/her skill development; and
- gain self-awareness

Process Recordings or Journal Reflections provide both the Field Instructor and Liaison:

- a way to evaluate how the student is processing experiences and integrating classroom learning with practice experience.
- close oversight of a student's work by both the Field setting and school.

Students are REQUIRED to complete six (6) Recordings per semester, a minimum of one (1) must be in the Process Recording format with dialogue from the client session, the remaining five (5) can be done as a Journal Reflection entry or Process Recording.

Each Process Recording or Journal Reflection can be based on any Topics as described.

Recordings (Process Recordings/Journal Reflection entries) are to be done on a regular basis. They can be completed during Field placement hours. Recordings should also be completed close to when the experience being processed occurred. A consistent flow of submissions is expected-do not wait to submit recordings until the end of the semester. Refer to due dates in the Field Syllabi. Recording submissions are submitted to the Field Instructor for review and discussion, then forwarded to a student's Faculty Liaison for review. Students will be notified by email if they are falling out of compliance. Timely submission of Process Recordings will be a consideration in a student's Field grade. Continued disregard for regularly submitting recordings will place students in jeopardy of failing. The use of the MSW program Process Recording Outline or Journal Reflection format is required. Templates are available on Brightspace.

Instructional Use for Process Recordings and Journal Reflections

Field Instructors: Field Instructors should read the student's Process Recordings or Journal Reflections prior to supervisory conferences and prepare an agenda for teaching. Field Instructors should make comments on each recording, as they are useful for the student to review before and after conferences. Field Instructors should keep in mind that the use of recordings is intended to meet learning goals. For example, Process Recordings or Journaling require students to conceptualize their ideas and reflect on what was happening. The student's effort to comment on the non-verbal content of a session will help develop awareness of their professional selves and their use of self as therapeutic agents. Assessment paragraphs increase the ability of the student to make assessments and diagnoses in a variety of situations.

Field Liaisons: The Field Liaison will track that regular submissions are being made. The Field Liaisons also review the recordings and are available to assist the students or Field Instructors/Task Supervisors with any issues or questions. At the mid-year and final visit, the Field Liaison may discuss the student's recordings and other Field setting work, including time sheets and Field Instructor's comments on process recordings. The Field Liaison makes an assessment of the student's work and progress as well as the overall placement experience and submits a Field setting Visit Report to the Field office.

Recordings vs. Chart Documentation:

Process recording is different from client chart recording. Process recordings are used exclusively as an educational device. Chart Documentation is for internal record keeping and accountability.

Selection of the Interaction (Encounter, Activity, Experience) Content or Client for Recording:

Selection of the particular content for recording can be guided by the specific learning objectives (themes) on which the student wants to focus in their PR. If, for example, the student is concentrating on learning Competencies involved in beginning a relationship with a client, then a process recording involving a new client would be selected. Some learning objectives, such as continuity between client sessions, might require recording the same client over time. Alternatively, a "one shot" recording of a client may be useful to focus on other topics.

Client Privacy and Confidentiality

As a general rule, in the interest of protecting client privacy, the process recording is written such that the identity of the client(s) is masked by use of pseudonyms; similarly, it is desirable to avoid identifying the name of the Field setting, its location and personnel.

General Instructions for Process Recordings:

In preparing the recording, the student follows the Process Recording Outline. While initially largely descriptive, the recordings should become progressively more analytical as the student gains experience and insight. Process recordings are a critical tool for integrating classroom learning with field practice and should align with the student's individualized Learning Agreement. Students are encouraged to reflect on the competencies and behaviors outlined in their Learning Agreement and use the process recordings to document growth, challenges, and areas for continued development.

The process recording should allow ample margin space so that both the student and the Field Instructor can write in comments for their respective use. These comments can be used to support supervision discussions and evaluate progress toward the student's learning goals.

1. Interaction (Encounter/Activity/Experience) Content / Purpose

- What is the Interaction you want to reflect on?
- What is hoped to be accomplished in this session?

2. Interaction (Encounter/Activity/Experience) Content / Purpose

- What is the Interaction you want to reflect on?
- What is hoped to be accomplished in this session?

3. Background Information & Overview of the Encounter/Experience/Activity

Provide a brief summary of who was present, the setting, the nature of the interaction, identify any issues or problems being addressed, any pertinent information not otherwise known to the Field Instructor to orient her/him to the encounter. Provide an overview of the main areas addressed in the session.

4. ***Include an account of what actually occurred***, both verbally and nonverbally, approximating the dialogue to the extent possible. In this area the student reflects on the selected interaction thinking about their affect/ feelings, their thoughts, awareness of any somatic(body) reactions and how attuned they were. In addition, the student reflects on what was happening for the client or with individuals included in the interaction for non- client interactions. Reflecting on what was happening, affect/feelings, thought processes, voice tone, nonverbal communication.
 - What the student was trying to accomplish in a particular interaction?
 - What practice behavior/skill was being implemented?

The student uses this section to demonstrate application of social work skills. For example, this may be an instance of successful implementation of a particular practice behavior/skill, or a situation in which the student retrospectively perceives that they "missed the boat" in relation to the targeted learning objective.

5. ***Cultural Competency***: The student identifies cultural *factors* (race, gender identity, gender expression, gender orientation, socioeconomic status, education, response to illness, help-seeking behavior, family structure, relationship status, communication patterns and styles, language, spirituality, immigration and acculturation, etc.) that the student is aware of during and after the session?
6. ***Micro-aggressions***: The student 1) Describes any biases, apprehensions or fears the student experienced during the intervention. 2) Describes any biases, apprehensions, or fears that the client may have had toward the student, as observed or perceived by the student. 3) Were there opportunities during the session to dialogue and learn regarding aspects of the client that are different from the students?
7. ***Evaluation***

This evaluation is a reflective analysis of what you were thinking and how you were feeling.

 - Hindsight thoughts: what worked, what didn't work and why? What might you have done differently?
 - What was the student thinking and/or feeling about what was happening in the interaction?

8. ***Future Plans***

If relevant, the student outlines a plan of action for the next session with the client(s).

9. ***Supervisory Agenda***

The student identifies areas for discussion with the Field Instructor.

General Directions for Journal Reflections

A Journal Reflection provides an opportunity for students to reflect on an encounter, experience, or activity in the Field setting. The intention is for the student to record thought processes, feelings, and rationale for interventions in preparation for supervision with the Field Instructor. Reflections should also connect back to the competencies and behaviors outlined in the student's Learning Agreement, offering an opportunity to evaluate progress and identify areas for continued development.

Students select one activity from their week's encounters/activities/experiences to journal about. The

Journal Reflection includes:

- A brief description of the encounter/activity/experience (who was present, why it occurred, where it occurred, what you hoped to accomplish) in 2 to 3 sentences.
- A narrative reflection describing any goals for the encounter/activity/experience, what occurred, and focusing on thoughts and feelings. Evaluating if goals were accomplished, why or why not, and what would be done differently next time.
- Comments on future plans, particularly as they relate to continued growth in field competencies.
- Questions or points for discussion with the student's Field Instructor, including how the experience connects to the student's Learning Agreement and professional development.

The Journal Reflection Format is available on Brightspace.

Guidelines & Examples for the selection of topics for use in Process Recordings and Journal Reflections.

Topics may be derived from classroom content, Field setting Field setting, client needs and learning needs of the student. Four themes for each semester are required. The student and/or the Field Instructor can select additional topics specific to the student's educational needs. Initially, the Field Instructor may take a more dominant role in theme selection; as the student becomes more Specialized, the student may take primary responsibility

Topic Examples:

- **Beginnings** are a critical phase in the helping process. It is worthwhile for students, early in their Field experience, to select this phase of the encounter as a topic. Targeted for learning in this context are the various components of beginnings, including opening a session, establishing a beginning working relationship, description of the role of the social worker, the program of services offered by the Field setting, initial fact-finding and goal setting.
- **Endings:** This phase is an important topic. How to bring closure to an individual encounter or ending the provision of service, how to manage transitions, ending professional relationships etc. addressing the various Competencies/practice behaviors involved.
- **Assessment:** using an ecological/person-in-environment perspective may be selected as topics.
- **Helping Skills:** Learning specific helping skills/practice behaviors such as focusing on an interview/ meeting, active listening, self-disclosure, partializing the problem, dealing with silence, and empathy. These practice behaviors/skills may be revisited as themes at various intervals in the student's training, with ever-increasing level of skill implementation.
- **Culturally Responsive Practice/Diversity Experiences:** Engage difference and diversity to promote the ability to work with a wide array of human differences (racial, cultural, gender, age, sexual orientation, ethnic etc.).
- **Practice Evaluation:** Monitor client progress in a systematic manner. In this example, students would focus on working collaboratively with clients to define measurable treatment goals and assess their achievement over time.
- **Ethical Standards:** such as the primacy of clients' interest, promoting client self-determination, respect confidentiality, boundary maintenance and informed consent. In addition, addressing ethical dilemmas resulting from value clashes may form the basis of a topic.
- **Strengths/Empowerment Perspective/Empowerment:** implementing a strengths/empowerment perspective with client systems.
- **Field setting-based themes:** emerging from the policy and approaches used in the

particular Field setting. These might involve interpreting fee structure, completing required intake forms, explaining Field setting policy, procedures and available services, as well as multidisciplinary collaboration.

- **Themes relating to a specific client problem/Field setting:** issues such as substance abuse, bereavement, single parenting, poverty, health, diversity etc. In selecting one of these problem areas as a theme, the student commits to learn about the situation as it affects the client and how to use this knowledge in working with the client.
- **Themes relating to student self-awareness and other educational needs:** The student introspects on how her/his personal life history and/or current experiences may have an impact on the student's professional work with clients. For example, a student whose own father was alcoholic needs to recognize this background may influence her/his ability to work with a client who is abusing.

Reflection of Learning Form

This Reflection of Learning for each Semester provides the opportunity to reflect on personal (as related to his or her social work education) and Professional growth and development as a social work practitioner over the span of the placement. Students have found it helpful to review their previous Process Recordings to help identify areas of accomplishment personal learning related to knowledge, attitudes, and skills. In addition, students are asked to identify future areas for learning related to knowledge, attitudes, and skills.

At the end of each semester, each student is responsible for submitting a Reflection of Learning to their Liaison and Director of Field Education. During the last semester of Field, each student will submit a Final Reflection of Learning assignment which will reflect the whole placement experience. This tool/form is found in Brightspace.

Specific Field Assignments and Requirements

The Field Syllabus may include readings and additional written assignments to be submitted to the Field Education office. These assignments will address a variety of topics, which can include but are not limited to the following: organization description, linkage to classroom learning and assignments, professional development, working with special populations, cultural awareness or reflections on assigned readings. The assignments are submitted to your Faculty Liaison as indicated by your Field program. The assignments are required and taken into consideration in determining your overall Field grade.

Field and Field Setting Documentation Requirements

All Field and Field Setting Documentation Requirements must be completed in the required format and submitted on time and prior to a student completing their Field placement assignment. This includes but is not limited to Process Recordings/Journaling, activity sheets, special assignments, feedback forms, and all Field setting documentation such as chart documentation, assessments, treatment plans, chart notes, summaries, etc.

Please note: As with Process Recordings and Field Activity sheets, a Field Review may be called at any time during the placement if the Field setting or Liaison identify that a student is chronically late

in complying with Field setting documentation requirements.

Students with extenuating circumstances which have been addressed with the Field Instructor and Liaison may receive an X grade if a plan has been approved for assuring timely completion of outstanding material. However, students who do not comply with documentation requirements and plans of correction risk receiving an Unsatisfactory grade for Field even if they have completed their Field hours satisfactorily.

Evaluations

Evaluation of Student's Field Performance

The School, through its regular contacts with Field Instructors and students, supports the notion of ongoing evaluation and takes the position that the rating system is merely a mechanism around which evaluation dialogue may take place. It is expected that the Field Instructor discusses the student's work during Supervisory sessions, so evaluation is an ongoing process.

At the end of each semester, a *Field Evaluation* is completed by the Field Instructor with input from a Task Supervisor where appropriate and with input from the student. The Evaluation includes a section specific to student's Learning Agreement tasks with comments from the Field Instructor and a narrative section for both the Field Instructor and Liaison to elaborate on the student's performance. The comments and narrative areas discuss ways in which the Competencies were met and to identify any areas in which the student is particularly strong or those areas needing improvement

The evaluation completed at the end of the fall semester (Mid-year Evaluation) is reflective of the fall semester performance; however, the evaluation completed at the end of the spring semester is the Final Evaluation and is cumulative and reflective of the entire experience (two semesters).

The School of Social Work and Student Evaluation form must be utilized by the Field Instructor in evaluating the student. This document becomes part of the student's permanent record.

The Faculty Liaison meets with the Field Instructor and the student to review the evaluation. The evaluation, once reviewed, is signed by the student, Field Instructor and Liaison. It is the responsibility of the Faculty Liaison to forward this document to the Field office. In the case of an irreconcilable difference of opinion in the evaluation between the Field Instructor's assessment and the student; the student can include a statement with the formal evaluation

Student Feedback Forms

Students are required to complete Student Feedback Forms at the end of the Academic Year.

- These forms provide feedback on the student's perception and evaluation of the Field setting learning environment, the experience and quality of Field instruction, the Faculty Liaison, and the Field resource experience.
- These forms are submitted to the Field Office for the student's programs.

Field Instructor's Feedback forms

Each Field Instructor is asked to complete the Field Instructor's Feedback Evaluation form for the Field Office and Liaison assigned to the student during the academic year. This Evaluation process assists the school and the Liaison in assessing the effectiveness and accessibility of the Field Office, Liaison, and the process in general. This enhances the relationship of the Liaison, Field Instructor and student and facilitates the learning process.

Memorandum of Understanding

While students have no responsibility for this, it is important they understand that the School and Field setting enter into an agreement. Each Field setting is required to enter into a contractual agreement known as the ***Memorandum of Understanding*** with the School of Social Work. This agreement delineates the responsibilities and rights of both the Field setting and Marywood University School of Social Work.

Each Field Instructor is sent a Memorandum of Understanding when a Field Placement is confirmed. *The Memorandum of Understanding is between the Field setting and the School of Social Work, not between the Field Instructor and the School.* The Memorandum of Understanding is signed by the Executive Director, CEO or the Field setting designee. Field Instructors are asked to have the appropriate person within their Field setting sign the agreement. A signed Memorandum of Understanding is returned to the School of Social Work and a copy is kept by the Field setting for their records.

In some instances, Agencies and Organizations require an additional Affiliation Agreement with the University which delineates the Field setting or Organizations specific requirements of their internship programs. These Affiliation Agreements are between the Field setting or Organization and Marywood University.

GRADES

Students receive a Satisfactory (S) or Unsatisfactory (U) grade for all Field courses. An S is the equivalent of a B or higher grade. The Directors of the Field Education are responsible for their respective programs for the assignment of the final grade based on the student Field setting evaluation, completion of required Field hours, completion of all required assignments, Process Recordings, activities sheets, student feedback forms, and input on overall performance from the Field Instructor and Liaison.

Students who have not completed the required Field hours for approved reasons will receive an X or I (incomplete) based on their individual circumstances. However, students in their final semester of Field need to be aware that they will not be able to participate in May graduation if they receive an X or I grade. The student will receive their degree in August if they satisfactorily complete their Field and the X or I grade is replaced by an S.

Students who have not satisfactorily completed all the required Field hours and/or the required assignments, Process Recordings, activities sheets, student feedback form and/or required Field

setting documentation will receive a U. *Please note, students are at risk for receiving a U (unsatisfactory grade) if they do not satisfactorily meet all Field requirements in a timely fashion or by due dates even if they have completed their Field hours satisfactorily.*

In the case of a student withdrawal from Field, the Field Instructor should provide a written narrative to the Faculty Liaison regarding the student's performance to that point. The student has a right to review this written material. Once received by the Director of Field Education responsible for assigning the student grade, the student will be assigned a W - withdrew, WP - withdrew passing, or WF - withdrew failing, based on the date of the official withdrawal.

Grievance of Grades: Students who wish to grieve a course grade should address the concern to the Director of Field Education for his/her program. If there is no resolution, the grievance should be forwarded to the Director of the School of Social Work. If the grade is not resolved at the School of Social Work and Director's level, the student can appeal the decision to the Dean of the College of Health Services.

PROBLEM SOLVING *

Most students find their Field placement the most rewarding part of their education in social work, however, each semester, some agencies experience circumstances that can affect a student's placement; and each semester some students might experience performance problems. Field placements are unique from other social work courses because in addition to the education objectives set for students and the faculty, there are also professional and ethical responsibilities relating to the Field setting, clients and the community, which need to be taken into consideration.

Occasionally, problems can occur if there is a change in the Field setting. When this happens, Field Instructors should discuss with the Liaison and student any Field setting changes, position changes, unexpected circumstances, etc., that will impact on a student's placement. A plan can then be developed to address the situation to ensure that the student has an appropriate educational experience.

When problems arise because of student performance, most Field Instructors wish they had given constructive feedback earlier and had documented the problems earlier during the semester. Students usually wished they had discussed their concerns more specifically with the Field Instructor and contacted the school for support earlier. It is important to recognize early and respond to performance problems, especially those of a serious nature. Two important principles when considering performance problems of students in the Field are, assurance of quality service to the clients in the Field setting, and supportive and corrective services to the student.

Most students deal quite well with the multiple roles of life and have adequate coping skills; however, at times, personal problems might impair Field performance and professional behavior to the extent that the client needs in the Field setting or Field responsibilities are not being met appropriately. The Field Instructor and Faculty Liaison have the responsibility to intervene sensitively and decisively. Students may be experiencing financial problems, graduate school adjustment issues, family issues or coping with chronic or long-term situations such as a learning disability, a physical disability or chronic illness, etc. These limitations, though difficult, are compensated for and accommodated by adequate planning and flexibility. Often these students will perform well given the opportunity and appropriate support.

Sometimes personal or emotional problems of a more serious nature present greater difficulties. These may include serious physical illness or psychological impairment, a life crisis, a serious legal offense, addiction, personal instability or unsuitability for the profession. Inappropriate or unethical behavior, excessive absences, non-compliance with Field setting policy, or competence and skill deficits may evidence these. Serious ethical violations are rare. More common problems are related to deficits in competence, understanding or excessive absences.

Students and Field Instructors are encouraged to discuss problem situations, potential problem situations or concerns they have and explore strategies for handling the situation with the Liaison. Experience with problem situations indicates that early contact, even if it seems premature, offers a greater possibility of more complete, favorable resolution of the situation.

Students should address problem situations or concerns that interfere with the educational process with their Field Instructor and Liaison. The student should describe the problem or concern, why it is a problem or concern and offer a plan to address the problem or concern. A student may want to discuss the problem or concern with their Liaison for support and in preparation for a discussion with their Field Instructor. Likewise, Field Instructors should address problem situations or concerns that interfere with a student's performance and/ or the educational process, with the student describing the problem or concern, why it is a problem or concern and develop a plan of action.

If problems or concerns cannot be resolved between student and the Field Instructor or the problem relates to a SSW policy; the Faculty Liaison will address the issue with the parties involved. If the issue cannot be resolved at the Faculty Liaison level, the Director of Field Education for the student's program location will decide if the issue requires a Field Review or an Academic and Professional Standards Review

COMMON PROBLEMS IN FIELD PLACEMENT WITH POSSIBLE RESOLUTIONS *

Remember the Faculty Liaison is the first support for Students and Field Instructors in deciding how serious a Field problem really is. Students and Field Instructors should consult the Faculty Liaison when any problem situation occurs. The Field Education office is also available for consultation. Some examples of common problems include:

- 1. Field Instructors giving ONLY negative or critical feedback.*

Most students crave constructive feedback and some students are able to be assertive and request some positive feedback on their Field setting performance. However, some students cannot handle constant negative feedback and the placement may be threatened. A rebalancing of negative feedback to more strengths based constructive feedback is needed.

- 2. Field Instructor and student have a personality conflict.*

Although the school works hard to match compatible students and Field Instructors, and interview students prior to placement, sometimes this still becomes an issue. Early identification and discussion is the key to resolving this problem.

- 3. Field Instructor or student is unclear about expectations and deadlines.*

Field can be a very stressful experience for students, and some may need a good amount of structure in clarifying placement expectations, including getting things in writing. Completion of

the Learning Agreement is the best example of how one might address this. However, Field Instructors may ask students to take notes to keep track of assignments and expectations.

4. *Student workload in the Field setting is too much or too little.*

Because of variations in Field setting client populations and staffing, students may not have enough experiences to meet their learning goals or may be overwhelmed by the expectations. Students also differ in their readiness to "jump right in" and in their experience and ability in managing time or case responsibilities. Regular discussion during the semester and brainstorming about how to address problems is required to maintain a good placement throughout the semester(s).

5. *Student has difficulty integrating theory and practice issues.*

Although classroom Faculty and the Field Education staff work hard to provide opportunities for students to integrate theory and practice; some students may need extra support in tying classroom theory into their work with clients. They seem to separate the two worlds (class/Field setting) and often get caught off guard when asked how they relate to each other. This is an area where the student needs the Field Instructor to regularly talk about how specific theory is linked to student's assignment.

6. *Students may be overconfident of their own ability or feel that their previous experience exempts them from learning in placement.*

Many of our students come to our programs with life and professional experiences in working with people. Most students are able to accurately assess their strengths and growth areas and focus on the things they need to learn in their placement. However, some students find it hard to take on the student role after being an authority in other areas and may not adequately assess what they do not know. Open acknowledgement of this issue with "permission given to be a learner" by the Field Instructor is often useful. Setting of clear expectations that the student must demonstrate that skill or other competence may also be needed.

7. *Clarification of roles when students work with more than one "Instructor" during the placement experience.*

Students usually value seeing a wide variety of worker styles, skills and experience. Often, students work with more than one Field setting staff worker during the placement, co-leading a group or working in more than one program/ department. It is important that there be clear communication about how students are to develop these collaborations, how they will be evaluated on their work with other staff and that there be ongoing communication between student, Field Instructor and other staff with whom students are involved during the placement. The designated Field Instructor remains the primary instructor and is expected to maintain at least one hour of supervision per week with the student.

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CONFERENCES AND WORKSHOP OPPORTUNITIES

Field Sponsored Educational Programs for Students and Field Instructors/Task Supervisors

All Field students are invited and strongly requested to attend School of Social Work sponsored events and the Spring Colloquium in Scranton. The events are educational in nature but also present

an opportunity for networking and celebration. They may be held virtually or at any of the program locations (Lehigh Valley, or at the Marywood University Campus in Scranton.) Field credit is given for attendance at these programs. The Spring Colloquium, held at the Marywood University Campus in Scranton or virtually if indicated, is a celebration of Social Work Month and is also when student and Field instructor awards are presented. There is no fee for students to attend either event.

Outside Conferences and Workshops funding available through Marywood University Graduate Student Council (Students)

Students are encouraged to attend other workshops and conferences as part of their Field Placement experience. These can include CSWE, NASW or other professional conferences, workshops or trainings held at Marywood or through other Universities, Colleges or Organizations. They must have their Field Instructors approval to receive Field credit and are limited to two Field days per semester or 16 hours of Field.

Students are responsible for any conference or workshop fees provided by outside programs and organizations. However, the Marywood University Graduate Student Council does have conference funding available and is an excellent resource particularly for far away conferences such as NASW or CSWE. *Please note:* This is for all Marywood graduate programs and is separate from our School of Social Work and MSW program Student Associations. In the past our MSW students have received funding. Students are encouraged to apply at <http://www.marywood.edu/gsc/funding.html>. The Graduate Student Council website is: <http://www.marywood.edu/gsc/>.

Continuing Professional Education Benefits for Field Setting Field Instructors / Task Supervisors In addition, the Field Education Office offers a three-hour **Seminar in Field Instruction** (SIFI) for new Field Instructors. Advance Seminar in Field Instruction (SIFI-II) is periodically offered to experienced Field instructors who have previously completed the SIFI. These seminars are open to all Field Instructors and Task Supervisors. They are offered at the Marywood Scranton and Lehigh Valley Campuses or may be held virtually. These meetings focus upon the particular needs of Instructors, agencies, and/or the students.

TERMINATION AND DISCONTINUANCE FROM FIELD POLICY

Field Education plays a crucial role in the student's development as a competent professional social worker as it reflects the student's ability to integrate course content, professional knowledge and skills with professional behavior appropriate for practice. Students must be able to maintain professional behavior that separates personal problems/issues from practice in order to successfully meet professional responsibilities to clients and client systems, to the Field placement setting and to the community. If a student's personal problems, health or psychological well-being, lack of maturity or lack of learning readiness in the intern role impair a student's Field performance and responsibilities to clients/client systems', the Field placement setting, and/or the community; the Field Instructor, Faculty Liaison and Field Education staff have a responsibility to intervene.

Failure to meet these standards can result in suspension or discontinuance from Field and may result in termination from the program. It is important to recognize questions leading to discontinuance from the program can occur during any semester in the MSW program.

Field poses a special challenge to evaluation because it involves experiences away from the school, under supervision of Field setting professionals and within the context of community practice. It also demands rigorous supervision and scrutiny because of the work involved with clients.

To safeguard student rights and to ensure the standards of the profession, the School of Social Work has established policy and guidelines for termination of a student from Field. These guidelines conform to the School's policy on "Counseling of Students in Regard to Academic and Professional Performance" and "Academic and Professional Standards Committee

The following are some but not all the reasons for suspending or discontinuing a student in Field;

1. The student's inability to relate to other individuals (Can the student interview and comfortably interact with other people? Can the student distinguish between professional and social relationships?)
2. The student's inability to perform in a professional manner (appearance, general demeanor, attitude, acceptance of supervision and feedback).
3. The student's inability to be aware of self and how one is perceived by others as ascertained by comments and behaviors observed by the Field Instructor or others involved in the student's educational experience.
4. The student's inability to use sound judgment; for example, to seek help for medical or emotional problems that interfere with one's ability to function in the Field Placement. It is the expectation that the student will have a plan to manage personal stressors that might interfere with student performance.
5. The student's inability to act in accordance with the NASW Code of Ethics.
6. A Field setting request for termination of a Field Placement due to ethical, legal, or personal behavior detrimental to the clients or to the Field setting.
7. The student's inability to demonstrate practice in accordance with established evaluative criteria published in the Field Manual.
8. The student's inability to adhere to the student responsibilities outlined in the student responsibilities section. Examples include but are not limited: not completing required number of Field hours, completion/submission of Process Recordings or violation of academic honesty policy.

Procedure for Termination Policy:

The nature of Field Education necessitates consultation and documentation beyond the guidelines applicable to classroom students. In any situation of potential discontinuance, there must be full communication not only with the student, but also between Field Instructor and Faculty Liaison. There must also be clear documentation of the problem areas, of discussions with the student and of attempts to correct the problem(s).

Although lack of early notice to the student will not be grounds for omitting discontinuance as an option, Field Instructor and Faculty Liaison are expected to act promptly to address any problem that might lead to discontinuance. Timely attention to unsatisfactory performance may include immediate suspension of the student from Field pending a Field Review of the circumstances. The Directors of Field Education have the authority to call for a Field Review as a mechanism for evaluating the circumstances or to request an Academic and Professional Standards Committee (Academic Review) be convened. (The student has the right to request an Academic and Professional Standards Committee meeting at any time during this process).

Any indication of a serious deficiency that could result in suspension or termination from Field should be discussed by the Field Instructor with the Liaison immediately and a meeting held with the student as soon as possible to explore the concern. Possible solutions are negotiated and following this meeting, documentation outlining the meeting and a corrective action plan with timeline is provided to all parties and to the Director of Field Education for the student's program.

A Field Review may be held with the Director of Field Education for the student's program if, at any point, a judgment has been made that remedial action has failed to change the behavior in question. A student may be suspended from Field pending a Field Review or depending on the severity of the concern an Academic and Professional Standards Review. (Please refer to the Student Handbook.). If a Field Review is indicated, the Director of Field Education for the student's program will review the decision of the Field Review with the student. When Academic Review is indicated The Academic Review Committee will then make recommendations to the Director of the School of Social Work and who will make the final decision regarding the student's continuance in the program.

When a student does not meet the standards for a successful completion of the Field experience, the student will receive an Unsatisfactory (U) grade which will automatically trigger an Academic Review. The Academic Review Committee will then make recommendations to the Director of the School of Social Work and who will make the final decision regarding the recommendations and student's continuance in the program. (Please refer to the Student Handbook.).

A Field setting can request a placement be terminated immediately for unethical behavior or if they feel the student has violated a Field setting policy for which an employee would be dismissed.

RELATIONSHIP OF FIELD PLACEMENT AND SCHOOL OF SOCIAL WORK

The primary focus of the School of Social Work and Field setting relationship is an ongoing partnership in learning, based upon effective and open communication and sharing of responsibility in relationship to the student's education and professional development.

Selection of Field Setting/Program/Setting Sites

Field Education is an essential component of the student's development of skills and competence in professional social work practice. It is through Field experience opportunities the student is able to acquire and apply knowledge and skills for working with individuals, families, groups, organizations and communities.

The primary focus of the School of Social Work and Field Placement relationship is an ongoing partnership in learning, based upon effective and open communication and sharing of responsibility in relationship to the student's education and professional development.

Students in the MSW program at the School of Social Work come from an extensive geographical area that includes urban, suburban, and rural areas. Students complete their Field Placements in agencies/ programs/settings throughout all of Eastern Pennsylvania, including Northeastern PA, the Lehigh Valley, Delaware, Montgomery, Berks Counties, Central and North Central Pennsylvania, the Southern Tier and Central regions of New York, and Northern and Western New Jersey. The School of Social Work has

responded to this widely scattered distribution by utilizing regional liaisons in our approach to Field education. This promotes an understanding of regional needs and concerns as well as the facilitation of a social service community network.

The responsibility for selection and evaluation of MSW Field Placements sites rests with the MSW Field Education Department who complies with the School of Social Work and policy of non-discrimination based on ethnicity, age, gender, disability, religion, race, color, creed or sexual orientation.

Selection of appropriate Field placements is an essential part of the educational planning for each student. The process for selecting Field sites and for placement development is facilitated and coordinated by the MSW Field Education Department in the School of Social Work. The Director of MSW Field Education in the School of Social Work, has responsibility for the process for selecting Field sites and for placement development for the Scranton and Lehigh Valley programs and for approving Field sites. Students, Faculty, Liaisons and agencies/programs/settings are encouraged to identify to the Field Education Department new opportunities for Field Placement sites. The Field Education staff will work with the Field setting in exploring the opportunity if the Field setting meets the MSW program criteria for developing the Field Placement as an approved placement.

Every effort is made to place students in quality agencies/programs/settings with a commitment to social work education and enthusiastic and committed Field Instructors who want to pass their professional knowledge, skills and enthusiasm on to others.

The School of Social Work and MSW Field placements are in agencies/programs/settings that support the School of Social Work and philosophy and orientation to broad education for the student, rather than narrow apprenticeship training in a specific setting or intervention method. This conceptualization of social work practice focuses on the range of human problems and "developmental" tasks rather than on the exclusive use of any one method. It seeks to develop in the student identification with the profession of social work as a whole, rather than primarily with one of its methods of service or of populations.

For a Field Placement to be given approval by the School of Social Work, the placement must meet the following criteria:

- The Field setting/program setting is an established service provider with community support. It can be a non-profit, educational, governmental, or for-profit organization.
- The Field setting/program/setting philosophy of service and practice is compatible with mission, goals and objectives of the School of Social Work.
- The Field setting/program/setting's practices are consistent with the values and ethics of the social work profession.
- The Field setting/program/setting is able to provide a comprehensive range of social work practice experience rather than limited exposure to a particular modality or intervention. This provides the student with a well- rounded experience in assessment and helping. This experience is expected when programmatically possible to be with individuals, families and groups, with a balanced caseload of genders, diverse ages and cultural backgrounds, and/or influencing environmental systems of organizations, neighborhoods, and/or communities through a variety of methods, including policy and programmatic planning.

- The Field setting/program/setting accepts students for Field Placements without regard to age, race, ethnicity or national origin, religion, gender, disability, or sexual orientation.
- The Field setting/program/setting provides a Field Instructor (MSW with two years post MSW experience). The Field Instructor is administratively supported to provide a minimum of one-hour weekly supervision as well as consultative time for students. *If the Field setting does not have an MSW with two years post MSW experience, a Task Supervisor may be utilized if the Field setting agrees to an offsite MSW Field Instructor to provide a minimum of one-hour weekly supervision as well as consultative time for students.
- The Field setting/program/setting environment is conducive to professional development, ongoing learning, and has an attitude of respect toward students, encouraging growth in their strengths and ways to address or overcome their challenges. The Field setting neither utilizes students to meet staffing needs nor holds back appropriate assignments because of their student status.
- The Field setting/program/setting provides adequate space, supplies and resources for students to complete their responsibilities.
- The Field setting/program/setting agrees to sign a Memorandum of Understanding with Marywood University, School of Social Work and which elaborates the expectations and responsibilities of the school and the Field setting.

In addition, the Field setting/Program/Setting agrees to provide assignments that:

- Are appropriate to the student's Field of practice, interests, goals, and level of performance.
- Provide sufficient balance of short-term and long-term work.
- Supply opportunities to begin and complete the helping process.
- Include similar experiences and repetition to allow for depth of learning.
- Contain sufficient variety of experiences to allow some breadth of learning;
- Provide opportunities for students to work with disadvantaged, vulnerable, and oppressed individuals, families, and communities.

Selection of Field setting Field Instructors

The Field Education Department believes the overall quality of the student's Field Education experience is in large part, determined by the quality of supervision in the Field placement. The School of Social Work seeks Field Instructors of high professional and academic standing who share its commitment to broad educational objectives for students.

Each Field setting/program/setting has their own policies regarding accepting students for an internship and for approving which MSWs can be Field Instructors and who, if indicated, can be a Task Supervisor.

The Field Education Department works closely with the appropriate administrative person in the placement setting in arranging placements and identifying qualified Field Instructors. The Director of Field Education assures all Field setting/Program/Settings' approved Field Instructors, meet the school's criteria and are interested in and committed to the responsibilities of a Field Instructor.

Field students and their Field Instructors share a unique academic relationship, which must be unencumbered by ties such as personal friendships or family relationships. Students and Field

instructors are asked to confirm no dual relationship exists. Field placements will not be approved if dual relationships exist.

Field Instructors must meet the following standards:

- Have an MSW from a CSWE accredited program and a minimum of two years' post-master's practice experience.
- Be a competent social work practitioner with demonstrated Specialized social work knowledge and skill in the present Field setting position.
- Interest and competence in practice teaching based on the ability to gain satisfaction in the professional growth of other people.
- The ability to develop a sensitive, educationally oriented relationship with students; accepting them, their feelings, and capacity for growth and change. It is vital that the Field Instructor be open to different points of view and is able to provide constructive criticism.
- The ability to evaluate (a) the student's potential capacity for social work; and (b) the methods by which the student's learning may be facilitated. Effectiveness in translating the Learning Agreement and evaluation criteria into learning situations for the student
- Knowledge of the placement setting and the ability to involve the student in learning about its structural and administrative patterns, service delivery systems, and populations served linkages with related programs, and relevant socio-political factors
- Commitment to provide adequate time for supervisory activities including weekly one-hour student supervision conferences, reviewing required Process Recording in a timely fashion and providing feedback to the student, assistance in the development of the Learning Agreement and completion of student evaluation tool.
- Agree to and be available for three Liaison visits and for periodic conferences with the Faculty Liaison to discuss student performance, supervision and any concerns.
- Understand and accept the partnership between the School and the placement in providing well Develop graduate professional education. Field Instructors must become familiar with the School of Social Work's mission, objectives and curriculum.
- Completion of a Seminar in Field Instruction (SIFI) or a willingness of new Field Instructors to complete the Seminar in Field Instruction (SIFI) Program.
- Participation in Field Instructors orientation to the MSW program and Field Education.

THE PLACEMENT PROCESS

Every student completes a Field Placement Portfolio for both the first year and the second year of placement. This consists of the following:

- *Request for Field Placement application (either email or upload in Brightspace as directed)*
- *A current Resume (either email or in Brightspace as directed)*
- *Students interested in doing an Employer-based placement, MUST also complete the "Employer-based Placement Request" form which will be given to them by their Field Director after their Field interview.*

Each student, after submitting their portfolio, is to arrange a pre-placement interview with the Director of Field Education. During the pre-placement interview, student interests, special needs and experience are discussed, and possible placement sites are identified. The student may be referred to one or more potential placement sites at this time or may be referred at a later date

depending on Field setting resources.

Once potential placement sites are agreed upon, students are advised to arrange for an initial interview between the student and the Field setting. These interviews are an important aspect of the Field program to better ensure compatibility of student and Field setting interests and expectations.

Following the Field setting interview, agencies will advise the student if they are accepting them or not accepting them for a placement. The Field setting will also advise the school. Students and agencies both have the right of refusal. A Student refused placement at two placement sites will have a Field Review to determine the next course of action based on individual circumstances and a full Academic Review may be one of the options.

Once a student has accepted a placement offer, the Director of Field Education gives final confirmation of placement assignments. Both students and the Field setting will receive a notification of confirmation, typically via email.

Field setting information resources are available through the Field Education Offices. Students are encouraged to view Field setting web sites.

Students are encouraged to review information on a wide range of agencies prior to meeting with the Field Education staff. Students' input regarding potential placements is important; however, students DO NOT MAKE initial contacts or arrangements with current or potential sites prior to talking with the Field Education Office.

This means students DO NOT call agencies to ask if they provide internships, discuss options formally or informally, explore options or make contacts with individuals they know through church organization or family members. The Field Education Office works collaboratively with students and after the initial discussion with a student may give permission for the student to initiate contact or will advise the student that the SSW will make initial contact. Placements will not be approved if students do not follow this policy.

The only exception to the policy is for students who are requesting Employer-based placements. Students may explore with their employer possible opportunities to discuss with the Field Education Department when they meet for the initial interview.

Students Employed in Human Service Settings

Students who are employed full-time or part-time have the following options in arranging Field assignments:

1. Employer-based placement: with employer support, either work-study or doing a placement within their Field setting.
2. In conjunction with the school for students employed full time who have little or no flexibility in their working hours the Field Education Director can explore non-traditional hours such evening, weekend placement with a Field setting; however, these types of placements are extremely limited, and it is not always possible to complete all 16 hours in non-traditional hours. It is important to note that many agencies that offer non-traditional hours do have requirements that students at times be available during traditional hours also

(8am-5pm).

3. Students employed full time can save release time (vacation and holiday time) sufficient to cover the required hours and days or take a leave of absence for the required period of Field assignment. Some students, through a combination of release and flex time, make provision for blocks of time to do placement in a Field setting. This block of time is taken during the normal Field period. It is taken concurrently with Theory and Practice courses and for that reason, cannot be completed over a period of time other than the regular academic semester. Students can, on an individual basis, propose a Block Placement for their second- year placement. Each proposal is considered on the individual merits and circumstances.

Employer-based Field Placement opportunities

The following Employer-based placement criteria apply to all students requesting to do a Field placement in a Field setting in which they are employed either full-time or part-time:

The following three statements were updated in July 2022 by CSWE regarding Employer-based Field Placements:

1. Student field assignments and employment tasks may be the same and counted toward required field hours if the tasks have clear links to the social work competencies, including any competencies added by the program, and their related behaviors.
2. The field instructor and employment supervisor of a student may be the same person. In such cases, supervision time for field education learning must be separate from supervision time for employment.
3. While these options are permissible, each program has the autonomy, authority, and discretion to develop its own policies regarding field placements in an organization in which the student is also employed. These interpretations present options, not requirements.

An employer-based placement is doing a placement at the student's place of employment. This option allows graduate social work students to utilize educational opportunities which exist at their social service employment sites as the content for either one or two years of the two required years of Field Education, depending on the diversity of opportunities available. Students are encouraged to explore opportunities that will challenge them and be in an area outside their current skill set.

There are two options for employer-based placements dependent on the Employer and the Field evaluation of the opportunity.

Option One: The student's field experience must be:

- Be totally different from their current or former job responsibilities.
- Be consistent with the learning objectives of the Field Education Core Content area.
- Be demonstrable as professional social work activities appropriate to the education of a master's level social worker.
- Be describable and discernible within the employment agency as an integral part of the agency and for which the agency has professional competence.
- Be sufficiently well developed so as to engage the student in learning activities for 16 hours per week.
- The agency must be relatively broadly developed in terms of services offered and staffing

capability in order to provide the student with a meaningful educational learning experience.

- The agency must meet the criteria for selection of agency site.

Option Two: Student Field assignment and employment task may be the same and counted toward Field hour requirements or a combination of employment tasks and new opportunities (this is dependent on how long the student has been in the role and an evaluation by the Field Department) If approved can only be for one of the Field Placements.

- The tasks have clear links to the social work competencies and their related behaviors.
- Be consistent with the learning objectives of the Field Education Core Content area;
- Be demonstrable as professional social work activities appropriate to the education of a Master's level social worker;
- Be describable and discernible within the employment agency as an integral part of the agency and for which the agency has professional competence;
- Be sufficiently well developed so as to engage the student in learning activities for 16 hours per week;
- The field instructor and employment supervisor of a student may be the same. In such cases, supervision time for field education learning must be separate from supervision time for employment. However the off-site FI model may also be used and the Employment supervisor be a Task Supervisor.

The agency must have the willingness and capacity to make resources available to the student. In particular, these are:

- 16 hours a week or 12 hrs. per week for an extended hours option to undertake activities identified as Field experiences.
- Staff with professional competence in the activities the student is to undertake;
- Utilization of a qualified Field Instructor to monitor and direct the course of the placement activities.
 - If the agency does not have a qualified Field Instructor, a Task Supervisor may be utilized if the agency agrees to an offsite MSW Field Instructor to provide a minimum of one-hour weekly supervision as well as consultative time for students.

Your Field Instructor or Task Supervisor if applicable

- Cannot have a dual relationship (friend, family member, significant other, etc.)

Student Guidelines

- Be in good standing at their place of employment and have passed any probationary period.
- Have the support of the agency.
- Develop a learning plan, in conjunction with the agency and school, which meets the requirements of the school and has agency approval.
- Generally, for one academic year. Outside placement is recommended for a least one year
- If the organization is large enough, second-year employer-based on an individual basis.

The following is the process of approval for Employer-based placement:

- Complete and submit a Request for Placement form and checking the box for an Employer- based Field Placement at place of employment.

- The employer-based placement form needs to be completed prior to approval.
 - Schedule a pre-placement interview with the Director of Field Education.
 - Discuss the option during the pre-placement interview with the Field Office.
 - Describe proposed Field experience in application, approval and signatures of Field Instructor and Agency Director required.
 - Upon receipt of the Request for Placement and review of the employer-based application and following the student pre-placement interview; the Director of Field Education will either approve the plan or outline the reasons why such a plan would be inappropriate

AWARDS-FIELD EDUCATION SPECIFIC AWARDS

The Murray Fox Practicum Educators' Award

Murray Fox PhD was a faculty member from the opening of the SSW in 1969 till his death. In his memory and in honor of the contributions of Dr. Fox, a beloved friend and colleague, to the profession of Social Work, Field Education and the School of Social Work; the Murray Fox Practicum Educators' Award was established in 1988.

Each year, the recipient is chosen by the Field Education Committee from nominations made by Faculty Liaisons. A Field Instructor is selected for this award based on his/her commitment to supervising and educating graduate social work students on a consistent pattern. If a student feels his/her Field Instructor is a suitable candidate, he/she is encouraged to discuss their idea with their Liaison.

Nominations are made at the beginning of the Spring semester.

The recipient of the Murray Fox Practicum Educators' Award is honored at the Spring Colloquium Field Education Program and Luncheon at Marywood University's main Scranton Campus.

Geffen Medal for Outstanding Performance in Practicum Education

The Geffen Medal for Outstanding Performance in Practicum Education was established in memory and to honor Albert Geffen, MSW; an outstanding community social worker, leader, and Field Educator who was instrumental in the development and establishment of the School of Social Work.

Each year, a graduating MSW student is selected for the Geffen Medal for Outstanding Performance in a Social Work Field setting. The student is nominated by a Faculty Liaison and chosen by the Field Education Committee. Students do not ask to be nominated or self-nominate. The recipient is honored at the Spring Colloquium Field Education Program and Luncheon at Marywood University's main Scranton Campus and receives the Medal at the ceremony in May.

Jill Rouse Memorial Award

The Jill Rouse Memorial Award was established by her family and classmates in memory of Jill S. Rouse MSW '13 to honor her commitment to advocacy and social justice in a variety of Fields including veterans' affairs, religious freedoms, and issues of equality. This annual award recognizes a graduating MSW student for exemplary Field work with an emphasis on veterans and/or social justice issues.

Award candidates are nominated by their Faculty Liaison. Students do not ask to be nominated or self-nominate. The recipient is determined by the Field Education Committee. The nominee must be a Pennsylvania resident and a regular MSW student (not Advanced Standing). If appropriate, preference will be given to U.S. Military Personnel or Veteran.

ADDITIONAL SCHOOL OF SOCIAL WORK AWARDS

Anthony Polizzi Medal for Scholarship and Service

While not specifically a Field Award, this Medal is awarded to a graduating MSW student who overall in the School of Social Work and, MSW program stands out in class, Field, the social work profession and community. The award recognizes the student for outstanding educational performance and service in the Field of Social Work. Students are nominated and the recipient selected by faculty or professional staff. Students do not ask to be nominated or self-nominate.

The medal was founded by the Student Association of the School of Social Work in 1972 in memory of Anthony C. Polizzi, MSW (1971). The recipient is honored at the Spring Colloquium Field Education Program and Luncheon at Marywood University's main Scranton Campus and receives the Medal at the Commencement ceremony in May.

Elisa Kalwaytis Social Work Legacy Award

The Elisa Kalwaytis Social Work Legacy Award was established in 2004 by Mary S. and Andrew B. Yaniga in memory of their granddaughter, a graduate of both the Marywood BSW and MSW programs. This award is given to a graduating MSW student who also holds a BSW from any accredited program. Students are nominated by faculty or professional staff and the recipient is selected by faculty/professional staff. Students do not ask to be nominated or self-nominate.

The award recognizes outstanding achievement and commitment to Social Work practice. The recipient is honored at the Spring Colloquium Field Education Program and Luncheon at Marywood University's main Scranton Campus.

Kaitlin A. Prislupsky Social Work Practice Award

The Kaitlin A. Prislupsky Social Work Practice Award was established in 2015 by the family of Kaitlin Prislupsky in her memory. Kaitlin was a graduate of both the Marywood University BSW (2014) and MSW (2015) Programs. This award is given to an MSW student with a demonstrated interest in social work practice in the behavioral health Field. Students are nominated by faculty or professional staff and the recipient is selected by faculty/professional staff. Students do not ask to be nominated or self-nominate. The recipient is honored at the Spring Colloquium held on campus during the spring semester.

IMPORTANT UNIVERSITY POLICIES

University Policies & Student Support:

Office of Student Success: Information about the Writing Center, Tutoring, and Adaptive Technology can be found here: <http://www.marywood.edu/success/>

Academic Honesty and Student Academic Grievance: The Marywood University community functions best when its members treat one another with honesty, fairness, and trust. For this reason, it's vital that we all, students and faculty alike, recognize the necessity and accept the responsibility for maintaining academic honesty. [Our campus policy](#) thoroughly outlines behaviors that are considered “cheating” or “plagiarism” as well as the serious consequences they carry. Please familiarize yourself with them so that you are not caught unaware, and contact me if you are ever uncertain (for example, about whether you've cited a source appropriately or whether you are allowed to collaborate). Note, also, that if you feel you have been treated unfairly with regard to an academic issue, you always have the right to [file a grievance](#).

Title IX: Please be aware that, for the purpose of Title IX, a professor is considered a mandated reporter. This means that if a professor overhears information about a possible Title IX violation (sexual violence or harassment), they must disclose it to one of our campus coordinators.

Accommodations for Students with Documented Disabilities: Marywood University is committed to ensuring an inclusive learning environment that is accessible to all students consistent with the mission of the university and in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. If you anticipate or experience a barrier in this course due to a chronic health condition, a learning, hearing, neurological, mental health, vision, physical, or other kind of disability (including a temporary injury or pregnancy) please contact The Office of Student Disability Services (SDS). Please be advised that academic accommodations can be requested at any point during the semester, but accommodations are not retroactive. Additionally, accommodations must be renewed each semester for students already established with the office.

For questions or to schedule a meeting to determine eligibility for reasonable accommodations please contact the Office of Student Disability Services by emailing disabilityservices@marywood.edu, by calling 570-348-6211 ext 2335, or by stopping by the office in the Learning Commons Room 217. More information is available [here](#).

Enjoy the Experience!