



Master of Social Work

FIELD EDUCATION

MANUAL

2026-2027 Academic Year

ALVERNIA UNIVERSITY

400 Saint Bernardine Street

Reading, Pennsylvania 19607

FOREWARD

The core competencies, the code of ethics of the profession, course content, and field practicum are the most important components of social work education. It is through work in each of these components that professionals at human service and social change agencies create opportunities for students to integrate theory and practice skills in challenging and supportive environments. Alvernia University's Social Work Program partners with a wide range of public, private, and nonprofit organizations in Pennsylvania to provide MSW students with high-quality field education experience. The purpose of this manual is to provide a clear understanding of the MSW program objectives, course structure, and field education placement. This manual covers all aspects of the MSW program, including purpose, objectives, accreditation standards, curriculum, field education, policies, procedures, and responsibilities of the student. It is distributed to all students in the program as well as community constituents and stakeholders working with the MSW program.

ACKNOWLEDGMENT

The Social Work Program of Alvernia University commends those professionals who accept the responsibility for supervising social work students. We acknowledge the time and effort spent providing students with the opportunity to learn and practice at the social service agency. Therefore, this manual is dedicated to those professionals who share their knowledge, values, and skills of the social work profession with the Alvernia University social work students.

The Social Work Program expresses gratitude to everyone who has contributed to this manual. We appreciate the time and commitment you have shown in completing this document.

KEY TERMS

CSWE EPAS CORE COMPETENCIES - The Council on Social Work Education defines the core competencies as “the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.” This incorporates social work knowledge, skills, values, and attitudes learned in the class and practiced in the field. CSWE has identified nine core competency areas.

MSW PROGRAM OBJECTIVES – The primary goal of Alvernia University's Master of Social Work (MSW) program is to prepare social work professionals with the skills to respond and advocate for societal needs. Alvernia's MSW Program offers a unique inter-professional, integrated approach, offering courses that will prepare social work professionals to provide evidence-based care that intersects with the evolving needs of our society, including physical and behavioral health, addictions, child welfare, and the educational setting, to name a few.

MSW FIELD PRACTICUM COURSE OBJECTIVES – MSW Field Education objectives and outcomes apply to the MSW courses: SW 520, SW 525, SW 630, SW 635, SW 540, SW 545, SW 645, SW 650. Course descriptions are available in the Alvernia University Course Catalog located on the website.

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MASTER OF SOCIAL WORK (MSW)

Mission

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

In keeping with the values of social work as well as the Franciscan tradition of serving the marginalized and oppressed, the mission of the MSW program at Alvernia University is to advance social and economic justice by educating students to become competent, knowledgeable, and ethically advanced-level social work professionals for culturally responsive, multilevel practice with diverse systems. Specifically, the program utilizes inter-professional, integrated evidence-based instruction that intersects with evolving needs.

CSWE Accreditation Status

Alvernia is currently accredited by the Council on Social Work Education (CSWE)

Purpose of the Alvernia University Master of Social Work Program

MSW Program Goal 1: *To provide students with social work knowledge, values, ethics, and skills for critical analysis of theory, policy, practice, and research to become advanced practice professionals to enhance social functioning, alleviate poverty, oppression, and injustice within the individual, organizational, and community contexts.*

This goal derives from the MSW program mission because it relies on the delivery of the NASW Code of Ethics, theory, policy, and interventions on multi-levels of practice. The mission also identifies the importance of knowledge based on scientific inquiry.

Student Learning Outcomes

- Engage in Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice
- Engage in Practice-Informed Research and Research-Informed Practice

MSW Program Goal 2: *To prepare students to become ethical social work professionals capable of assuming leadership and scholarly professionals' roles, and are prepared to facilitate positive social change locally, nationally, and globally through direct practice, advocacy, social action, and community empowerment in diverse social, cultural, political and organizational contexts.*

This goal derives from the MSW program's mission because the mission addresses a global perspective when applying the person-in-environment perspective. The mission also includes the importance of diversity and social and economic justice.

Student Learning Outcomes

- Engage in Policy Practice

MSW Program Goal 3: *To educate students with appropriate knowledge and skills for practice with culturally diverse colleagues and client systems, including veterans, LGBTQ populations, economic, religious and racial diversity and human trafficking and to contribute to the ongoing development of professional social work knowledge and practice through research and scholarly inquiry that employ state-of-the-art technology.*

This goal derives from the MSW program's mission because the mission recognizes the necessity of social workers to work with diverse clients on multiple levels of practice and the need for scientific inquiry for professional development.

Student Learning Outcomes

- Engage in Diversity and Difference in Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations and Communities
- Intervene with Individuals, Families, Groups, Organizations and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

MSW Program Goal 4: *To prepare students to understand the importance of ongoing professional development, supervision, and consultation in advancing their knowledge and skills of self-awareness and self-reflection to promote competent, responsible, ethical social work practice.*

This goal derives from the MSW program's mission because the mission establishes that social workers must maintain professional development, which requires consultation among various interprofessional disciplines. This goal also incorporates self-reflection, which is an integral component of professional development

Student Learning Outcome

- Demonstrate Ethical and Professional Behavior

Student Learning Outcome

- Demonstrate ethical and professional behavior

Core Competencies and Expected Learning Outcomes

The Council on Social Work Education (CSWE) uses the 2022 Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master-level social work programs. The EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

Below are the 9 core competencies of social work practice, as defined by EPAS, which guide both the foundation and advanced curricula of Alvernia University's MSW Program. It is expected that throughout the course of the Alvernia University MSW program, students will acquire the skills and knowledge within each competency, preparing them for dynamic and successful careers in the Social Work profession.

Please note: Field evaluations and student self-assessments are based on the 9 core competencies.

Competencies	Behaviors (Learning Outcomes)
Competency 1: Demonstrate Ethical and Professional Behavior	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws, and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication 4. Use technology ethically and appropriately to facilitate practice outcomes 5. Use supervision and consultation to guide professional judgment and behavior
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels 2. Engage in practices that advance social, economic, and environmental

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	1. Apply and communicate understanding of the importance of diversity and shaping life experiences in practice at the micro, mezzo, and macro levels 2. Present themselves as learners and engage clients and constituencies as experts of their own experiences 3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Competency 4: Engage in Practice-informed Research and Research-informed Practice	1. Use practice experience and theory to inform scientific inquiry and research 2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings 3. Use and translate research evidence to inform and improve practice, policy, and service delivery
Competency 5: Engage in Policy Practice	1. Identify social policy at the local, state, and federal levels that impact well-being, service delivery, and access to social services 2. Assess how social welfare and economic policies impact the delivery of and access to social services 3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.	1. Apply knowledge of human behavior and the social environment, person-in-environment, and other Multidisciplinary theoretical frameworks to engage with clients and constituencies 2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.	1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other Multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies 3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies 4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.	1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other Multidisciplinary theoretical frameworks in interventions with clients and constituencies 3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

	4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies 5. Facilitate effective transitions and endings that advance mutually agreed-upon goals
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	1. Select and use appropriate methods for the evaluation of outcomes, societal trends to provide relevant services. 2. Apply knowledge of human behavior and the social environment, person-in-environment, and other Multidisciplinary theoretical frameworks in the Evaluation of outcomes 3. Critically analyze, monitor, and evaluate the intervention and program processes and outcomes 4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

National Association of Social Workers Code of Ethics

Students must read the COE [here](#).

MSW CURRICULUM

Curriculum Summary

To obtain a Master of Social Work degree, students must complete sixty (60) credit hours. Forty-eight (48) of these credits are taken in the online classroom setting. The remaining twelve (12) credits are in field education, offered in social work agencies or settings. MSW Requirements can be found by academic year in the Alvernia Catalog found on the university website.

Foundation Curriculum

The curriculum is designed to provide students with a basic grounding in generalist social work in the first year, to be followed by opportunities for more specialized study. The first year offers foundational knowledge and skills in Social Welfare Policy and Services, Human Behavior, Social Work Ethics, and Social Work Research. The Theory and Practice and Field Education courses that full-time students take in their first year and part-time students in their second year further develop the foundation.

Advanced Curriculum

In the second year of the full-time schedule or the third year of the part-time schedule, students are required to take Advanced Theory and Practice Courses, Advanced Social Policy Advocacy, and Field Education Experience. The Advanced Theory and Practice Courses, developed sequentially over two semesters, offer the student the opportunity to concentrate on one of several approaches to social work practice; more specialized courses are offered to assist in the acquisition of knowledge and skills in greater depth.

Field Education Experience

In addition to the online courses, social work education places great emphasis on the experiential learning acquired by students through their field placements, which provide actual practice in social service agencies and settings. Field placements provide the opportunity for students to obtain first-hand experience in working with people and situations under the supervision of qualified and experienced social work practitioners.

MSW FIELD EDUCATION

The mission and goals of the Social Work Program determine the curricular objectives of the field education program through the program objectives. Learning contracts identify the activities for each objective. Students are evaluated on levels of competency for each objective and the associated outcomes.

	Foundation Field Practicum I: • Foundation Generalist Practice Seminar I: Foundation Field Practicum II: • Foundation Generalist Practice Seminar II:	• Generalist: Overall scope of social work practice with increasing depth in knowledge and skills. • Development of communication, problem-solving and networking skills within various focal systems. • Demonstration of purposeful use of self within an empowerment model of practice.
	Advanced Field Practicum I: • Advanced Social Work Practice Seminar I: Advanced Field Practicum II: • Advanced Social Work Practice Seminar II:	Concentration specific: Greater depth in social work knowledge and skills in one of these areas: • Criminal justice • Medical social work • Aging • Families and children • Addictions and substance use • Mental health

The field placement is the arena in which students can apply or try out knowledge and skills from their coursework. Conversely, social work courses incorporate field placement experiences into discussions and assignments. Field instructors and students should expect and plan for, course assignments as part of the field practicum.

MSW PROGRAM FIELD PRACTICUM GUIDELINES

Field practicum course options are for matriculated students only. It is strongly recommended that students consult with their academic advisor to determine their course schedule before registering for classes.

FIELD EDUCATION REQUIREMENTS

In addition to the tasks and responsibilities assigned by the agency, MSW practicum students must complete and submit written assignments to their field practicum instructor. These assignments include, but are not limited to:

- **Learning Contract**
- **Midterm Evaluation**
- **End of Semester Evaluation**
- **Timesheet**
- **Supervision Form**
- **Journal**

MSW Foundation students need to have micro and macro practice experiences to fulfill the generalist requirements of the practicum. Micro practice can include work with individuals, groups or families. Macro practice can include administrative, planning, and community

Students must complete all assignments each semester and submit them on or before the due date. A student who does not submit an assignment and/or is chronically late with assignments risks failing that semester of field. ALL FIELD ASSIGNMENTS MUST BE COMPLETED AND SUBMITTED PRIOR TO A GRADE BEING CALCULATED FOR THE SEMESTER. NOTE: Students must submit all coursework and pass BOTH field placement and the accompanying seminar course. Failure in one is a failure in both courses.

tasks as assigned by the agency. Advanced MSW students need to have practice experiences in keeping with their concentration.

Forms with directions for the Learning Contract, Supervision Notes, Journal, Timesheet, Midterm and Final Evaluations may be found on the learning management system/ course site related to the field practicum course. The Syllabus provides information on requirements and due dates.

The semester grade is determined by the evaluation, assignment quality, and timeliness of assignment submission, absences, and completion of internship hours. Professional conduct is also highly considered based on the NASW Code of Ethics and the organization manual where the student is placed. Review the course rubric for more specific information.

Learning Contract

A good social work practicum is one that has been carefully planned. Learning contracts are best developed in collaboration with the MSW field supervisor and non-MSW task supervisor (if applicable) and in consultation with the director of fieldwork, if needed. A well-conceived learning contract will result in a challenging, exciting, and worthwhile learning experience.

The learning contract clearly delineates the field education objectives and outcomes. The student and field instructor identify the learning activities that will allow for the acquisition and demonstration of competency in each objective and outcome, as well as the time for completion of the activities. In addition to agency-based activities, the learning contract should also include field education and relevant assignments from other courses. Learning contracts serve as an understanding between the agency, school, and student as to the expectations for the semester and provide the framework for evaluation.

Learning contracts are completed by all students and submitted no later than the end of the first month of the Fall and Spring semesters for each year they are in field placement. (Please reference the course syllabus for the exact date.) Spring semester learning contracts should build on the previous semester's work with attention paid to outcomes either not addressed or not performed satisfactorily. Not all outcomes are necessarily met during the Fall semester, and field instructors may wish to postpone or continue an activity into the following semester. In addition, learning contracts should be periodically reviewed and revised as necessary.

The learning contract must be signed by the student, MSW field instructor, and the non-MSW task instructor (if applicable) and then submitted to the field practicum instructor for confirmation.

Midterm Evaluation

The MSW field supervisor is to assess the student's demonstrated competency for outlined outcomes, reviewing the evidence provided by the student, and using the evaluation rating scale to obtain a grade. The student will receive a midterm rating; however, the midterm will not be used to calculate the student's overall course grade. Midterm ratings are intended to provide feedback and identify areas for growth. (The Learning Contract is utilized as the Midterm document.)

Journals

Students complete a minimum of 3 journals each semester and submit them directly to their field seminar instructor. This form may be found on the learning management course site. These reports provide an opportunity for both the student and field liaison to track progress that is being made in meeting field objectives and outcomes (as delineated in the learning contract). Students also indicate the frequency and topics of supervision meetings. Goals and plans for future weeks may be outlined. The students also can raise areas of concern and request assistance from the field liaison.

Final Evaluation

Near the end of each semester, the MSW field supervisor completes an evaluation of the student's performance. This form may be found on the course site in the learning management system. This evaluation is based upon the learning outcomes delineated in the student's learning contract, specifically the degree of consistency that the student exhibits in achieving each outcome through the specified placement activities. This should be a constructive and collaborative process in which feedback is provided, and new learning goals and activities are identified.

The evaluation process is intended to give the student and field instructor an opportunity to determine overall progress and the specific areas needing more work in the succeeding semester. The evaluation process should be seen as one involving the MSW field supervisor and non-MSW task supervisor (if applicable), and the student, although the final responsibility for assigning a grade rests with the field liaison.

The student indicates by their signature that he/she/they have read and discussed the content of the evaluation. If the student disagrees with the evaluation, they may append a written statement articulating those concerns and/or offering an explanation. Such a disagreement may warrant a meeting between the student, field instructor, field liaison, and other appropriate individuals.

There is also the opportunity for the student to evaluate the placement agency. There is a separate tool for evaluating field experience at the end of the placement year.

Timesheets

All students must submit timesheets that reflect consistent attendance and have been initialed by the MSW field instructor or non-MSW task instructor (if applicable). The timesheet is submitted monthly. In addition, the final time sheet is submitted with the end-of-semester evaluation. Time requirements are discussed in the next section; a timesheet template is found on the learning management system.

Field Instruction and Supervision

All students must have a social worker with an MSW or MSS or MSSW degree, and 2-year post-degree practice experience as their field educator. The field educator oversees the student's learning tasks, assists the student with any concerns or dilemmas, evaluates the student, and provides supervision. Students must receive at least 1 hour of MSW supervision each week.

The supervision meeting is a time for the student to review his/her/their work, obtain constructive feedback, and identify areas that require additional support or attention. The student should assume increasing responsibility for the focus and content of the supervision meetings. The MSW Field instructor and the non-MSW task instructor (if applicable) should also use the supervisory meetings to raise concerns about the student's performance and should keep written documentation to that effect.

Supervision Forms

Students should use the Supervision Form to establish the agenda structure and/or discuss the meeting outcome with their field instructor and task instructor (if applicable).

FIELD EDUCATION PERSONNEL, POLICIES, AND PROCEDURES

THE FIELD EDUCATION TEAM

The Field Education process is intended to be collaborative. Several key people can provide mentorship and advice, help ensure that the learning objectives are met and assist in addressing problems and concerns.

- **Director of Field Education:** This individual provides oversight for Field Education in the MSW program.
- **Field Seminar Instructor:** This individual is a full-time faculty member within the MSW Program. The instructor's role is to maintain the educational integrity of the field placement once it has begun. The instructor reviews all learning plans, performance evaluations, and related materials and assigns the practicum grade. The instructor also serves as a mediator and resource person for the student and the field educator.
- **Field Educator:** This individual oversees the on-site educational experience by providing field instruction, mentoring, and ongoing evaluation for MSW students. The Field Educator must have an MSW, MSS, MSSW from an accredited school of social work and 2 years of post-degree practice experience.
- **External Field Educator (Agencies without an on-site MSW):** The Director of Field Education and Director of the MSW program will identify an external individual with an MSW from an accredited school of social work, and 2-year post-degree practice experience to provide the field instruction, which is in addition to the supervision students receive from the on-site task supervisor.

The external field educator assists in the management of the on-site educational experience of the student by providing field education/instruction, mentoring, and ongoing evaluation, in partnership with the on-site task instructor. It is optimal for the external field educator to be familiar with the agency's mission and work.

- **Task Supervisor:** This is an on-site supervisor who is involved with the students' day-to-day tasks and provide supervision in addition to that provided by the MSW field instructor. Every intern with an external MSW field instructor also has an on-site task supervisor. A task supervisor must have experience in the field that allows for supervision of a master's level student.

THE PLACEMENT PROCESS

All students must submit a complete MSW Field Placement Preference form to the Director of Field Education to be placed in an internship. Students should be mindful of the application deadlines, as failure to submit on time may result in not being considered for their optimal choice in the upcoming academic year.

Details on field applications and information sessions are disseminated via student Alvernia email accounts by the Director of Field Education and on learning management sites. Students are responsible for monitoring these sources.

The field placement preference form is reviewed and used to locate an appropriate placement. The Director of Field Education will contact an appropriate agency and inform the students about the next steps. At times, the Director of Field Education will meet with a student to discuss the student's preferences and learning objectives. During these discussions, students can also convey ideas for placement sites and any additional information that might assist in identifying an appropriate agency.

Based on program requirements and the student's educational needs, the Director of Field Instruction will identify or approve a placement site and a field instructor. Most likely, a student will need to submit a resume to the prospective organization and be interviewed. Interviews with organizations might be in person or virtual.

If the student submits a self-referral for a field placement the Director of Field Instruction will contact the designated agency to ensure fit with Council on Social Work Education field placement standards and SW field curriculum. The organization must agree to and sign the Alvernia University affiliation agreement. That document is sent directly to the organization from the university compliance department and must be returned to them.

If the student has applied for an Employment-Based placement, the Director of Field Education will review this request and will confirm with the student and the prospective field instructor that the organization has agreed to the field placement. The organization must agree to and sign an Alvernia University affiliation agreement. There is no guarantee that an Employment-Based placement will be approved.

Whether a self-referral or a Director of Field Education referral, students should not expect to be sent for multiple interviews and should not treat this process as **a job search in which options can be compared.** Only if it becomes apparent that educational requirements cannot be met, or if the field instructor raises concerns about the appropriateness of the student, should you or the Office of Field Education seek out another agency referral.

Students confirm their placement assignment by contacting the Director of Field Education. Assuming that the Field Educator has agreed to accept the student, the Director of Field Education will send confirmation to the student and Field Educator, usually via email. A placement is not considered confirmed until the student and field instructor receive written notification to that effect from the Director of Field Education.

The Director of Field Education makes every effort to ensure that all students are confirmed in their field placements prior to the start of the academic year. If a student begins the placement after the official start date, that student must make up those hours during the internship. Students who do not submit the placement preference form on time, submit an incomplete form, delay scheduling referral interviews, or otherwise fail to respond in a timely manner risk starting placement late, losing placement possibilities, or not being placed for the upcoming academic year.

Inappropriate Placement Sites

Students may not complete a field placement in any agency in which the student is currently, or has in the past, received mental health or other social services.

Students may not complete a field placement in an agency where any family member, significant other, or close friend is currently receiving services, so as not to violate that person's right to confidentiality. It is the student's responsibility to decline and to alert the Director of Field Education to such an assignment. If a student violates this policy, the student will be asked to leave the placement and may receive a failing grade for failing to adhere to the Field Education policy.

Regularly scheduled agency holidays are taken by students. If these holidays mean students will not meet their minimum-hour requirements per semester, they will need to make up the time. In addition, students are entitled to the holidays listed in the university calendar, though the effect on placement commitments should be discussed in advance with the field supervisor. Observance of any religious or cultural holidays should be negotiated in advance. If the student is uncomfortable with the negotiation or unsatisfied with the outcome, he/she/they should consult the field placement instructor. Students can only make up hours during times approved by the field director, the agency, and the university's Compliance Office, in accordance with insurance and University regulations.

Internship Site Visits

A plan is in place for the Field Director to visit the placement to review the established learning agreement, support the students' orientation to their agency role, and assist as needed. Placement site visits can consist of in-person meetings or virtual meetings at least once a semester. Task supervisors, field supervisors, and students are all encouraged to attend this meeting along with the Field Director of the social work program.

The Field Director, field and task supervisors, agency, and students remain in contact throughout the semester and all ongoing inquiries about the student and the social work program are channeled through the Field Director.

AGENCY AND FIELD EDUCATOR CRITERIA

The Social Work Program's Office of Field Education considers the following criteria when determining the suitability of an agency as a field placement site for social work students:

- Clearly defined agency practice, the goals of which are compatible with the values and objectives of the social work profession, the accreditation standards of the Council on Social Work Education, and the mission of the Social Work program;
- Provision of appropriate learning experience for students, including work assignments, participation in staff meetings and trainings, conferences, and other options that will enhance the students' education;
- Ability to support student coursework, including research assignments;
- Provision of opportunities for the student to contribute to the assessment, evaluation, and improvement of the agency's processes, programs, services, and activities;
- Availability of a qualified field instructor with adequate time to carry out the educational responsibilities for the duration of the student's placement;
- Stability of program and staff that will ensure continuity of the field experience for at least one full academic year, and preferably more;
- A staff of sufficient size to maintain the agency's practice, without reliance upon students as the major source of the workforce;
- Provision of adequate space, equipment, clerical services, and personnel policies that support a student placement.

ROLES AND RESPONSIBILITIES

Field Supervisor

The role of Field Supervisor is significant in the development of professionally competent MSW graduates. Individuals who are field instructors for MSW students must have an MSW, MSS, MSSW degree from an accredited school of social work and two years post-degree practice experience, along with at least one year in their current position (this may be waived by the Director of Field Education upon review).

Field Supervisors are asked to adhere to the following:

- Attend training sessions conducted by the Director of Field Education;
- Gain familiarity with SW mission, goals, program objectives, and curriculum objectives;
- Have knowledge and skill in the practice areas in which they agree to supervise;
- Be ready and available to supervise a student's practice throughout the academic year, including the provision of ongoing assessment and evaluation.
- Prepare for a student's entry into an agency, including orientation to the agency's policies and procedures, HIPAA requirements, the student's responsibilities within the agency, and a beginning practice assignment for the student;
- Collaborate with students in fulfilling the field education requirements of the social work program (e.g., assist in the development of learning contracts, review process recordings/ practice reflections, provide weekly supervision and regular feedback, and complete evaluations)
- Provide a minimum of one hour a week of supervision which will engage students in applying, identifying and reviewing social work skills, theories and models;
- Acknowledge the student's status as an intern and identification of the student as such to agency personnel and clients;
- Collaborate with the Field Instructor to enhance the student's educational experience in the internship.

Task Supervisor

Individuals who do not have an MSW but do have expertise in an area that would benefit the student's learning goals may be considered Task Supervisors. However, due to accreditation regulations, they cannot be field supervisors and cannot supervise or provide primary evaluation of students. Task Supervisors are asked to adhere to the following:

- Gain familiarity with social work program field education objectives and curriculum outlined in this manual;
- Collaborate with the field supervisor and student around student learning.
- Collaborate with the field supervisor and instructor to address student concerns.
- Directly assist with student learning opportunities; and,
- Have knowledge and skill in the practice areas in which they agree to assist.

Field Placement Instructor

The instructor's role is to maintain the educational integrity of the field placement once it has begun. The instructor also serves as a mediator and resource person for the student and the field supervisor. Field Placement Instructor responsibilities are as follows:

- Meet either on-site, web-conference, and/or teleconference with the field supervisor and the student once each semester during the placement to review the student's progress in the practice arena;
- Be available as a professional advisor to the field supervisor and student throughout the field placement and to address problems that may occur during the placement.
- Review all field-related assignments, including but not limited to the student learning contract, semester evaluation, course assignments, and monthly check-in, adding input as needed;
- Assign students' grades based on field assignments, semester evaluation, time sheet, and recommendations from the field supervisor and other field outcomes on the grading rubric.
- Participate in field supervisor seminars and student orientations;
- Meet independently with students, as needed, around field concerns and/or to answer questions; and,
- Submit final grade for the course.

- Respond to student emails, within 36-48 hours. (E-mails sent after noon on Fridays will generally not be returned until Monday. Additionally, response will be delayed if the university is closed.)

Student

While in field placement, students are expected to conduct themselves professionally, responsibly, and ethically in the agency. (see also “Alvernia University Standards of Conduct”). Specific student responsibilities include the following:

- Work collaboratively with the Director of Field Instruction in securing an appropriate placement. Arrange life and work schedule to include a field placement schedule that is consistent from week to week, and that meets the requirement for minimum field hours per week according to MSW level and MSW program option chosen;
- Adhere to the requirements outlined in the course syllabus, including the completion of all assignments and the establishment of a regular weekly field supervision session.
- Attend field supervision meetings with the field educator and/or task instructor, prepared with an agenda;
- Notify the field placement instructor if weekly supervision sessions are not occurring regularly.
- Regularly review content on the course site specific to the field practicum course.
- Engage in appropriate processes to resolve any problems or concerns that arise in the field placement that interfere with scholastic and professional performance.
- Keep copies of all materials submitted to the Field Education Program, and incorporate those materials into one’s Student Portfolio (as appropriate);
- Be familiar and follow the policies and procedures set forth in this field manual.
- Present as a professional in mannerisms, dress, and behavior at the field agency;
- Familiarize oneself with and abide by agency policies and regulations, Alvernia University Social Work Program, HIPAA requirements, NASW Code of Ethics, and any other requirements specific to the placement site;
- Take an active role in planning and implementing learning experiences in the field practicum using the opportunities at the field site to integrate theory and practice, increasing students' level of knowledge and self-awareness.
- Share the field course and other syllabi with the field supervisor.

- Notify the field supervisor of any necessary lateness and absences from the field as is expected in professional employment; absences longer than two days should be brought to the attention of the field placement instructor utilizing email.
- Maintain a timesheet that documents attendance at field placement, with the field supervisor or task supervisor (if applicable) initials affixed
- Actively participate in the evaluation process of the field experience with the field supervisor and task instructor (if applicable) by reviewing, signing, and following up on delivery of the learning contract, evaluation form, process recording and/or practice reflection and other field documents;
- Follow field application schedule and procedures, including the timely submission of all materials and referral steps;
- Utilize agency equipment and facility for business-related placement activities assigned by the field and/or task instructor;
- Utilize personal cell phones during placement time only when an emergency arises, and do not use personal cell phones when contacting clients or to do agency business.
- Do not utilize a personal car to transport clients; and,
- Do not complete MSW coursework assignments during field hours, unless given special authorization from field and/or task instructor.

STUDENT INFORMATION

Registration Requirements

It is the student's responsibility to make sure they are registered for the correct courses. Consult

A student risks failing field education if he/she/they:

- Has inconsistent and/or unsatisfactory performance on field objectives;
- Does not complete agency-assigned tasks and responsibilities;
- Is chronically late with and/or fails to submit required assignments to the field instructor;
- Submits poor quality assignments;
- Receives failing or below passing grades on field assignments and/or field evaluations;
- Has excessive absences and/or unreliable attendance;
- Exhibits unprofessional and/or unethical conduct in field-related matters; or,
- Violates processes or procedures described in this manual.
- Violates the NASW code of ethics
- Violates agency policy and procedures, formal and informal
- Violates Alvernia University's Code of Conduct
- Sexual harassment or sexual interaction with clients
- Physical threats and actions directed at clients, students, faculty, or staff
- Acceptance of gifts or money from clients that are not standard payment for services received
- Plagiarism and other forms of academic dishonesty
- Conduct that is potentially dangerous to current and future clients
- Is failing the co-requisite of Field Placement Seminar Course

with your advisor if needed.

Orientation to Field Practicum Courses

Before or during the first week of each semester, MSW Foundation and MSW Advanced Standing students must complete **mandatory** field orientation requirements in order to remain in the course. All students taking a field course must sign and submit a verification form acknowledging that they have read and understand the field manual. The field manual and form can be found on the course site.

Incompletes

The Social Work Program's Office of Field Education follows the Agreement for an Incomplete Grade Policy set forth by Alvernia University. Students who are in situations that may warrant an Incomplete should discuss this with their Field Placement Instructor as soon as possible. **Students should not assume that an Incomplete will be granted upon request.**

Program Dismissal

Program Dismissal decisions by programs are final unless the program's policy was not followed. For allegations that a program policy was not followed, the appeal is registered with Academic Standards.

ALVERNIA UNIVERSITY

Social Work Clearance Procedures

If a student has a prior criminal record or related concerns, s/he should disclose this to the Director of Field Education for purposes of planning during the placement process. Students are expected to complete the following clearances:

- FBI clearance
- PA criminal clearance
- PA child abuse clearance

There may be other clearances and requirements set forth by Alvernia University's compliance team and/or individual field placement sites. University requirements to enter field placement is updated periodically and students will be kept informed of changes by the compliance team and/or the Director of Field Education.

Prohibitive Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997

Offense Code	Prohibitive Offense	Type of Conviction
CC2500	Criminal Homicide	Any
CC2502A	Murder I	Any
CC2502B	Murder II	Any
CC2502C	Murder III	Any
CC2503	Voluntary Manslaughter	Any
CC2504	Involuntary Manslaughter	Any
CC2505	Causing or Aiding Suicide	Any
CC2506	Drug Delivery Resulting in Death	Any
CC2702	Aggravated Assault	Any
CC2901	Kidnapping	Any
CC2902	Unlawful Restraint	Any
CC3121	Rape	Any
CC3122.1	Statutory Sexual Assault	Any
CC3123	Involuntary Deviate Sexual Intercourse	Any
CC3124.1	Sexual Assault	Any
CC3125	Aggravated Indecent Assault	Any
CC3126	Indecent Assault	Any
CC3127	Indecent Exposure	Any
CC3301	Arson and Related Offenses	Any
CC3502	Burglary	Any
CC3701	Robbery	Any
CC3901	Theft	1 Felony or 2 Misdemeanors
CC3921	Theft by Unlawful Taking	1 Felony or 2 Misdemeanors
CC3922	Theft by Deception	1 Felony or 2 Misdemeanors
CC3923	Theft by Extortion	1 Felony or 2 Misdemeanors
CC3924	Theft by Property Lost	1 Felony or 2 Misdemeanors
CC3925	Receiving Stolen Property	1 Felony or 2 Misdemeanors
CC3926	Theft of Services	1 Felony or 2 Misdemeanors
CC3927	Theft by Failure to Deposit	1 Felony or 2 Misdemeanors
CC3928	Unauthorized Use of a Motor Vehicle	1 Felony or 2 Misdemeanors
CC3929	Retail Theft	1 Felony or 2 Misdemeanors
CC3929.1	Library Theft	1 Felony or 2 Misdemeanors
CC3930	Theft of Trade Secrets	1 Felony or 2 Misdemeanors

CC3931	Theft of Unpublished Dramas or Musicals	1 Felony or 2 Misdemeanors
CC3932	Theft of Leased Properties	1 Felony or 2 Misdemeanors
CC3933	Unlawful Use of a Computer	1 Felony or 2 Misdemeanors
CC3934	Theft from a Motor Vehicle	1 Felony or 2 Misdemeanors
CC4101	Forgery	Any
CC4114	Securing Execution of Documents by Deception	Any
CC4302	Incest	Any
CC4303	Concealing the Death of a Child	Any
CC4304	Endangering the Welfare of a Child	Any
CC4305	Dealing in Infant Children	Any
CC4952	Intimidation of Witnesses or Victims	Any
CC4953	Retaliation against Witness or Victim	Any
CC5902B	Promoting Prostitution	Felony
CC5903C	Obscene or Other Sexual Materials to Minors	Any
CC5903D	Obscene or Other Sexual Materials	Any
CC6301	Corruption of Minors	Any
CC6312	Sexual Abuse of Children	Any
CS13A12	Acquisition of Controlled Substances by Fraud	Felony
CS13A14	Delivery by Practitioner	Felony
CS13A30	Possession with Intent to Deliver	Felony
CS13A36	Illegal Sale of Non-Controlled Substance	Felony
CS13A37	Designer Drugs	Felony

ALVERNIA UNIVERSITY
SOCIAL WORK
FIELD EDUCATION DRESS CODE

Professional Appearance and Hygiene

All social work field students will maintain a dignified professional appearance while they are in the field setting.

Hygiene

All students will maintain a clean and neat appearance, which includes:

Hair – clean and neatly styled.

Body – shower and use deodorant before each field workday.

Mouth – brushed teeth and clean breath.

Face – washed

moderate makeup

Neat and trimmed facial hair

Nails – clean and trimmed – moderate polish or moderate manicures are acceptable.

Body Fragrances

Body fragrances need to be subtle or non-existent, as some individuals around you may be allergic to strong fragrances.

J

ewelry/Piercing

Moderate jewelry can be worn in the field; however, some field placement sites may have rules regarding jewelry that students must follow.

Piercing – one earring can be worn in each ear. Additional piercings are at the discretion of the field placement organization.

Tattoos

Visible tattoos should be in good taste and not display vulgar language or images during field placement and/or university-affiliated activities.

Dress

All students will dress in the professional or professional-casual style of their agency.

Professional Dress

Suits, sport coat/blazer, skirts/dresses, collared dress shirt, pullover or blouse, tie, long dress pants/slacks in solid khaki, blue, grey, black, or other conservative colors.

Professional Casual Dress

Collared shirt or polo shirt, sweaters with collared shirts, long pants/slacks in solid kaki, blue, grey, black, or other conservative colors, capris, dresses, culottes, blouses, sweaters, pullovers, polo shirts.

Interview Dress

See professional dress section.

Dress Expectation and Consequences

Field -The Field supervisor will immediately send a student home and contact the director of field education if a student violates the dress code. This violation will result in lowering the field grade and more serious consequences can result depending on the nature of the dress code violation.

Suggested Field Dress

Skin Coverage

Skin should be covered between the base of the neck and the top of the foot or the top of the knee if a skirt/dress is worn. The arms should be covered at a minimum of polo-length shirt coverage (no tank tops, spaghetti straps or strapless tops).

Shoes

Students should wear moderate, professional-looking shoes with closed toes and backs and with low heels.

Undergarments

Undergarments should not show in any manner. Bra straps, thongs, and underwear should be completely covered by clothing at all times. Students need to be able to stretch, sit, and squat without any undergarments showing. Clothing should not be extremely tight-fitting on any part of the body.

Email:

The Social Work Program uses the Alvernia University email system as a primary means of communication with the social work student body. All students must have an active Alvernia email account and check it regularly. Email will not be sent to personal or other accounts (e.g., Gmail). **Students are held responsible for all information sent through the Alvernia email system.**

Personal Safety

Events such as home visits and community meetings are a regular part of most placements, and even if that is not the case, they may be necessary due to a particular situation or intervention. Agencies are expected to take appropriate measures to ensure student safety; at a minimum, students should receive the same consideration as staff. Additionally, students are expected to exercise common sense and follow their agencies' safety guidelines. In some cases, however, students may need additional support or provisions. If safety concerns arise, these should be discussed with the field educator, seminar instructor and if necessary, the Director of Field Education.

Liability Insurance

Alvernia University maintains comprehensive general liability and professional liability insurance for itself and its students participating in field education internships. However, the University does not maintain liability insurance for students using either their own cars or agency cars for any work related to the field practicum. Students are neither covered for transporting clients in a car nor for using a car for any other tasks that the student carries out for the agency (e.g., making a home visit, visiting another agency). Therefore, students may not transport clients or engage in other agency business in their own or in agency cars without appropriate liability coverage.

Students need to discuss the matter of using their cars or agency cars for agency-related tasks with their field educator or other agency representatives. There are a number of options available to students who will be using a car during their fieldwork. The agency could choose to supply liability insurance for students who drive vehicles during agency time (many agencies already have arrangements to provide such insurance for their students and/or provide agency cars). Another option would be for the agency to reimburse the student for purchasing the additional liability coverage that would enable the student to use his/her own car for the field practicum.

The National Association of Social Workers (NASW) offers low-cost, comprehensive Professional Liability Insurance to student members (www.socialworkers.org).

NON-DISCRIMINATION POLICY

The Social Work Program conducts all aspects of the educational program without discrimination on the basis of race, color, religion, creed, gender, ethnic or national origin, disability, age or political or sexual orientation.

STATEMENT OF POLICY

ALVERNIA UNIVERSITY complies with all applicable federal, state, and local nondiscrimination laws in the administration of its educational programs, services, and employment relationships.

We are committed to equality. Continued and responsible growth of our university results from enhancing and utilizing the abilities of all individuals to their fullest extent practicable within the framework of our environment. All employment decisions advance the principle of equal employment opportunity. In addition, personnel activities such as recruitment, interviewing, selection, promotion, training, benefits, transfers, lay-offs, demotion and discipline are administered according to good business practices, the Equal Employment

Opportunity Act of 1972, Executive Orders concerning equal employment opportunity, and Equal Employment Opportunity Commission regulations and guidelines, all of which require that all persons have equal employment opportunities and strictly prohibit discriminatory and harassment practices.

The participation of women and minorities in management by employment and promotion will continue to be emphasized so that they may be allowed to contribute to the success of the university.

All employees of Alvernia University will continue to approach this responsibility with the sensitivity and human concern they have in the past. The Human Resources Office is charged with the responsibility to maintain the necessary programs, records and reports to comply with all government regulations, and with the goals and objectives of our equal employment opportunity program. Any employee, student, or applicant of this university who feels that he or she has been discriminated against in employment or recruiting should contact the Human Resources Office to pursue the proper discrimination complaint procedure.

HARASSMENT

POLICY ACADEMIC

FIELD EXPERIENCES

A. BACKGROUND

It is the responsibility of each person on campus to respect the personal dignity of others. Alvernia has always encouraged its students, faculty and staff to celebrate in the diversity of the University and to immediately confront any expressions of harassment within the community based on differences in sex, race, religion, disability or ethnic background. Your Academic Field Experience will take you outside of the Alvernia Campus Community. The Agency in which you will serve has been carefully screened by the University, and the Sponsoring Agency has affirmed its complete agreement with the Alvernia University policy of showing no tolerance for any form of harassment. The Sponsoring Agency has agreed to hold all members of its institutional community to the same high standards of respect and dignity essential to the mission of Alvernia.

B. DEFINITIONS

Sexual Harassment is one example of forbidden harassment and has been defined by the University as unwanted sexual attention, intimidation or advances that are made:

- a. Either explicitly or implicitly as a term or condition of academic or employment status or advancement;
- b. As a basis for academic or employment decisions.
- c. Which unreasonably interferes with an individual's work or academic performance; and/or
- d. Which creates an intimidating, hostile or offensive work or academic environment.

C. RESOURCES

Alvernia wishes to make known to all participants in Academic Field Experiences that there are available resources and procedures for resolving any instances of harassment, including sexual harassment, that may be encountered by program participants within the Alvernia Community or while in the institutional community of the Sponsoring Agency.

1. Information, Counseling and Support

If you, as a participant in an Academic Field Experience, believe that you may have been the victim of harassing conduct, and you wish to seek information and/or counseling about the incident or incidents giving rise to this concern, you should immediately contact either:

- a. The Faculty Supervisor of the Program;
- b. The Program Chair; or
- c. The Division Dean, and request a confidential counseling session. In order that any incident may be immediately addressed, you should make this contact within ten (10) days of the occurrence.

If your concerns can be addressed at this first counseling session, and neither you nor your counselor feel that the incident rises to the level of harassment, the matter may be concluded without further action. If, however, after the counseling, you wish to proceed with a formal Complaint regarding the perceived harassment, you may take advantage of the formal Complaint procedure.

2. Formal Complaint Procedure

Any participant in an Academic Field Experience who feels he or she has been the subject of harassment of any kind may, after participating in the initial counseling session, file a Complaint in writing setting forth the material facts of the incident. To facilitate the contemporaneous investigation of the incident, the written Complaint should be filed within ten (10) days of the informal counseling session. The written Complaint should be directed to and addressed to the Vice President of Academic Affairs.

Upon receipt of the written Complaint, the Vice President of Academic Affairs will initiate an investigation concerning the Complaint. The investigation will include contacting the Sponsoring Agency, as well as others identified as being witnesses or having firsthand knowledge of the alleged behavior or incident.

Following an investigation and, if warranted, the completion of appropriate corrective measures, the University will advise the person filing the formal Complaint.

FRATERNIZATION POLICY

It is the policy of the Alvernia University Academic Programs that students should NOT fraternize on a personal level with staff, patients, students or clients during assigned academic field placements on or off campus. Selected examples of fraternization are:

- After hours, personal contact with staff, clients, patients or students
- Inappropriate touching or gestures
- Inappropriate communication (implied or direct)
- Flirting

Upon receipt of a written complaint, the Dean will initiate an investigation. Following the completion of an investigation, appropriate corrective measures, if warranted, will be taken. Corrective measures may include:

- Verbal warning
- Written warning
- Dismissal from course
- Dismissal from academic program

STUDENT & FIELD EDUCATOR (and/or Task Supervisor) COOPERATIVE FORMS

STUDENT FIELD EDUCATION CONTRACT

This contract is to be developed by the student and the agency field instructor during the first three weeks of the student's placement. The purpose of this contract is to provide an outline of duties and responsibilities for the student and field educator/task supervisor.

The format of the contract is flexible; however, the following issues listed below should be considered:

Field Educator Conference

1. Day and time
2. Purpose

B. Assignment of Tasks

1. Orientation to the agency.
2. Micro and/or mezzo and/or macro responsibilities.
3. Reading of current literature to augment field experience.
4. Participation in staff meetings, conferences and in-service programs.
5. Opportunity for program planning and initiative when appropriate.
6. Opportunity for policy planning or changes when appropriate.

C. Reporting

1. Oral reporting at weekly field instructor conferences.
2. Written reporting - weekly logs, case notes and agency paperwork.

D. Evaluation

1. Evaluation of student by field educator.

E. Agency Policies

1. Time schedule.
2. Confidentiality of client information.
3. Legal aspects of client, agency and student.



**Office of MSW Field Instruction
Learning Agreement**

First Year and Second Year/Advanced Standing

Student Name: _____ **Primary Phone:** _____

Student Year: First Year Second Year Advanced Standing

Semester: Fall 20_____ **Spring 20**_____

Alvernia Email: _____

Practicum Site Name: _____

Practicum Site Address: _____

Practicum Site Phone: _____

MSW Field Educator Name: _____

MSW Field Educator Phone: _____

MSW Field Educator Email: _____

Task Supervisor Name(non-MSW), if applicable: _____

Task Supervisor Phone: _____

Task Supervisor Email: _____

Student Work Schedule: Days: _____

Hours: _____

Field Educator Responsibilities:

Task Supervisor Responsibilities (When Task Supervisor is assigned):

Student Responsibilities:

I understand & agree to the terms of this contract:

Field Educator

Date

Task Supervisor (when assigned)

Date

Student

Date

Director of Field Instruction

Date

Research in Field Education Permission

The Field Education experience is a separate course from the Senior Research course. Most students elect to do their research in conjunction with their placements. If a student must collect data during field time, the Field Educator and student must complete this form.

I, _____ will allow _____ to
Field Educator Signature *Student Signature*

use _____ of field placement time to complete the data collection for research.
hours

Date

STUDENT INFORMATION

Background Checks Notification of Policy

(Initials in all boxes)

I acknowledge receipt of the background check policy.

I acknowledge that if convictions/charges are documented on the background check reports, it is my responsibility to notify the school/clinical/field facility of these infractions.

I acknowledge my responsibility to make Alvernia University aware of any changes to my record after the initial background check is completed.

I acknowledge that my failure to adhere to the background check policy, or to make the required disclosures to Alvernia University, shall subject me to disciplinary action up to and including dismissal from any academic program in which I am participating and my removal from the University.

I acknowledge that I am aware of the provisions of Act 24 and that certain enumerated convictions result in an individual being prohibited from working in the Pennsylvania Educational System and that the prohibition may be for a period of years or even a lifetime ban from working in the educational field.

Student name printed

Date

Student signature

Termination Policy

Admission to the MSW Program does not guarantee continuance as a Social Work student. A student's participation in the Social Work Program may be terminated when there is reason to believe the student's academic and professional performance represents non-compatibility with the social work profession. Some of the reasons for which termination may be considered include the following:

- Failure to maintain the required grade point average for the Program.
- Failure to maintain a "C" in all social work courses, including field placements. Students may repeat/delete only one social work course throughout the program.
- Inadequate communication skills suitable to the practice of social work.
- Inadequate writing skills suitable to the practice of social work.
- Lack of adherence to professional social work values and/or the NASW Code of Ethics.

Examples:

- Personal values consistently interfere with upholding the values of the social work profession.
- Disrespect toward faculty, field instructors, clients, professional staff, and colleagues.
- Lack of cultural competence and appreciation for social diversity with respect of race, ethnicity, gender, sexual orientation, socioeconomic class, age, disability, and religion.
- Inappropriate sexual/romantic involvement with persons served professionally.
- Confidentiality violations.
- Unresolved personal issues that impair performance or safety in the online classroom or in the field.
- Substance abuse.
- Criminal conviction (students are expected to inform the Program Director of any criminal convictions).
- Lying, cheating, or plagiarizing in coursework or fieldwork.
- Persistent inadequate performance of assigned field activities. This includes failure to maintain a professional appearance and professional conduct.
- Excessive tardiness or absenteeism.
- Persistent inability to meet deadline dates on assignments, projects, and field reporting.

Conferences will be held with the student as needed to address and resolve academic and professional competence problems. Initial concerns are addressed whenever appropriate at the student-instructor level.

Continuing concerns are then addressed at the Program Director level. If academic and professional competence problems remain unresolved, or are severe in nature, the student may, upon recommendation of the Program Director and approval by the Department Chair, be terminated from the program.

Procedures for Dismissal from the Social Work Program

When problems concerning academic and professional performance, as well as violation of other criteria are noted by, or brought to the attention of the academic advisor by other appropriate, interested persons, and the situation cannot be resolved by the academic advisor or program director, the following procedures will be followed:

1. The student will be formally notified of the program's intent to dismiss the student from the program, including the reason(s) for dismissal by the academic advisor.
2. An additional meeting will be convened with the student and the academic advisor to attempt to resolve the issues regarding the student's dismissal; this will occur within seven days after the student has been informed of the intent to dismiss.
3. If the reason(s) continue to be of concern, a committee is formed by the Program chair. Other members of the committee are to include appropriate full-time and part-time faculty and possibly a field instructor. A student representative will attend if requested by the student facing dismissal.
4. A committee meeting will occur seven working days after the student has met with his/her academic advisor. The student will be informed of the meeting and invited to attend. The committee will objectively assess the information presented, including any documentation the student might introduce to support his/her case. Confidentiality is emphasized throughout this process.
5. The student will be notified in writing of the committee's decision within seven calendar days after the committee has met. The committee may make any of the following recommendations:
 - Insufficient information to support the dismissal of the student;
 - Insufficient information to support the dismissal of the student; however, the decision includes suggestions for changes in the student's performance to abate subsequent requests for dismissal.
 - Dismissal from the program, either permanently or temporarily. Permanent dismissal requires the student to withdraw from the program immediately.

Temporary dismissal will include criteria that must be met before the student will be reinstated in the program.

Grievance Policy

Please see Academic Policies: <https://www.alvernia.edu/about/student-consumer-information/alvernia-university-policies/academic-affairs-policies>

Additional policies can be found in the [Course Catalog](#), [Student Handbook](#) , and [International Student Handbook](#).

STUDENT PROFESSIONAL DATA FORM

(Complete and submit to Field Educator/Task Supervisor (with an updated resume) and Alvernia's Field Director.
Due: the first week of your field placement)

Name: _____

COURSE SCHEDULE						
Present Semester: <u> Fall </u> <u>Spring </u>						
Subject	Time	M	T	W	TR	F

Tuesday	Hours	Thursday	Hours	Other Day	Hours

Agency: _____

Address: _____

Field Educator:

Email Address

Telephone No.:

PROCESS RECORDINGS

FIELD EDUCATION SEMINAR REQUIREMENT

PROCESS RECORDING LEARNING THEMES

Social Work Course Integration of the knowledge, attitudes/values and skills from social work courses, especially micro, mezzo, and macro practice.

Social Worker Qualities: empathy, respect, genuineness, self-understanding, self-control, assertiveness

Understanding of Social Work: knowledge, attitudes/values, skills, Code of Ethics, confidentiality, mandates and social and economic justice.

Understanding of Self in relation to your own family dynamics, self-esteem, tolerance/acceptance of oppressed populations, prejudicial attitudes, assertiveness, and self-control.

Communication Skills: setting, position of client to worker, body language, voice inflections, active listening.

Interview Preparation: understanding of agency policies and procedures. Consulting other professionals/sources, reviewing documentation, planning interview goals, outcomes, centering, self-exploration and self-readiness.

Beginning Phase: seeking introductions, introducing self, describing purpose, client's role, worker's role, policies and ethics, seeking feedback.

Exploration Phase: seeking information and clarification, reflecting content, feelings, meaning and suppositions.

Problem Assessment: Organize facts/information based on the generalist problem-solving approach, formulate a tentative assessment.

Contract: reflect problem assessment to client, prioritize problems, establish goals (short range and long range) develop an approach and action plan, resource referral plan for evaluation, summarize the contract.

Implementing and Evaluating the Contract: Ongoing review and evaluation of the contract in relation to client progress. Focusing, educating, advising, responding, confronting, reframing, and preparing for the ending phase.

Ending Phase: review the process, final evaluation, and sharing feelings about ending.

Student Growth: React to and analyze how you could have improved a situation with different interventions and techniques. Also, react to and analyze your feelings

**STUDENT EVALUATION OF AGENCY
ALVERNIA UNIVERSITY SOCIAL
WORK PROGRAM**

Student's Name: _____

Field Placement: _____

Field Educator: _____

Semester: _____ Year: _____

1217659312. Briefly summarize the tasks you performed in this field placement (use other side if necessary).

1217659313. Check your estimated percentages so they total to 100 percent.

- In _____% of my learning I observed micro practice.
- In _____% of my learning, I participated in micro practice.
- In _____% of my learning, I observed mezzo practice.
- In _____% of my learning, I participated in mezzo practice.
- In _____% of my learning, I observed macro practice.
- In _____% of my learning, I participated in macro practice.
- _____% of my learning involved informal supervisory contact (access to supervisor/staff as needed).
- _____% of my learning involved formal supervisory contact (scheduled training or meetings with supervisor/staff)

Total 100 %

1217659314. The quality of your supervision was (circle one): Excellent, Good, Fair, Poor.

Explain: (Use other side if necessary)

1217659315. Would you recommend this agency for next year's students? (circle one) Yes No

Explain: (Use other side if necessary)

1217659316. Students are responsible for their own growth. Keeping this in mind do you have suggestions to improve this agency for next year's students? (circle one) Yes No

Explain: (Use other side if necessary)

1217659317. Were you able to meet your learning goals? (circle one) Yes No

Explain: (Use other side if necessary)

1217659318. Additional Comments: (Use other side if necessary)

**STUDENT EVALUATION OF AGENCY
ALVERNIA UNIVERSITY SOCIAL
WORK PROGRAM**

Student's Name: _____

Field Placement: _____

Field Educator: _____

Semester: _____ Year: _____

1. Briefly summarize the tasks you performed in this field placement (use other side if necessary).

2. Check your estimated percentages so they total to 100 percent.
 - In ____% of my learning, I observed micro practice.
 - In ____% of my learning, I participated in micro practice.
 - In ____% of my learning, I observed mezzo practice.
 - In ____% of my learning, I participated in mezzo practice.
 - In ____% of my learning, I observed macro practice.
 - In ____% of my learning, I participated in macro practice.

 - ____% of my learning involved informal supervisory contact (access to supervisor/staff as needed).
 - ____% of my learning involved formal supervisory contact (scheduled training or meetings with supervisor/staff)

Total 100 %

3. The quality of your supervision was (circle one): Excellent, Good, Fair, Poor.
Explain: (Use the side if necessary)

- Would you recommend this agency for next year's students? (circle one) Yes No
Explain: (Use the other side if necessary)

- Students are responsible for their own growth. Keeping this in mind, do you have suggestions to improve this agency for next year's students? (circle one) Yes No
Explain: (Use other side if necessary)

- Were you able to meet your learning goals? (circle one) Yes No
Explain: (Use other side if necessary)
- Additional Comments: (Use other side if necessary)

APPENDIX A

Educational & Policy Standards

Relationship to Accreditation Standards

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following elements:

- Mission, goals, and objectives
- **Curriculum**
- Governance, structure, and resources
- **Faculty**
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

Premises Underlying Social Work Education

The purpose of social work education is to prepare competent, effective social work professionals who are committed to practice that includes services to the poor and oppressed, and who work to alleviate poverty, oppression, and discrimination.

Social work education is based upon a specific body of knowledge, values, and professional skills. It is grounded in the profession's history and philosophy. Education for the profession promotes the development and advancement of knowledge, practice skills, and services that further the well-being of people and promote social and economic justice. Social work education is responsible for the production and application of research and scholarship aimed at advancing social work practice.

Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Doctoral programs are not accredited by the Council.

Programs of social work education maintain close, reciprocal, and ongoing relationships with social work practitioners and with groups and organizations that promote, provide, or seek to influence social policies and social work services. Responsibility for initiating these relationships rests with social work education programs. Effective programs develop and maintain systematic communication with these individuals and groups.

The effectiveness of any profession depends on the active engagement of its members in continuous learning. Programs of social work education strive to promote continuing professional development of students and faculty. Programs seek to teach students how to become lifelong learners who are motivated to continue developing new knowledge and skills throughout their careers.

Effective social work education programs recognize the interdependence of nations and the need for worldwide professional cooperation.

Social work education programs assume a leadership role within the profession by offering curricula that are at the forefront of the new and changing knowledge base of social work and its supporting disciplines.

Purpose of Social Work

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

Purpose Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting inter-professional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

Liberal Arts Perspective

A liberal arts perspective enriches understanding of the person-environment context of professional social work practice and is integrally related to the mastery of social work content. The baccalaureate professional program in social work is built upon a liberal arts perspective.

A liberal arts perspective provides an understanding of one's cultural heritage in the

context of other cultures; the methods and limitations of various systems of inquiry; and the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of a broadly educated person. Students must be capable of thinking critically about society,

about people and their problems, and about such expressions of culture as art, literature, science, history, and philosophy. Students must have direct knowledge of social,

psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems.

Determination of whether students have acquired a liberal arts perspective is left to the judgment of each social work program's faculty. Each program must clearly explicate the requirements for training in a liberal arts perspective and the rationale for those requirements.

APPENDIX B

Social Media Policy : [Please refer to Marketing and Communication Policies for Alvernia University](#) and the Student Handbook.

APPENDIX C

Chemical Impairment Policy

ALVERNIA UNIVERSITY SOCIAL WORK PROGRAM

CHEMICAL IMPAIRMENT POLICY

POLICY

It is the policy of the Alvernia University Social Work Program to address any emotional, psychological, or physical problems experienced by a social work student that interfere with his/her safe functioning in the online classroom or clinical practice settings. Suspected student behaviors consistent with chemical impairment will be addressed to provide an avenue for evaluation and treatment and to ensure client safety.

The Social Work Program will comply with the Alvernia University Alcohol and Drug Policy as outlined in the Alvernia University Student Handbook.

DEFINITION OF IMPAIRMENT IN THE CLINICAL PRACTICE SETTING:

The inability to comprehend or implement a client care assignment in a safe and competent manner. Unsafe clinical practice is behavior that places the client or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing harm. Emotional jeopardy means that the student creates an environment of anxiety or distress that puts the client or family at risk for emotional or psychological harm. Unsafe clinical practice is an occurrence or pattern of behavior involving unacceptable risk (Scanlon, Care, and Gessler, 2001).

PURPOSE

Chemical impairment compromises both the educational process and client safety. The Alvernia University Social Work Program is responsible for the clients and families in the care of the student intern. Early identification, evaluation, and treatment are in the best interest of our students.

PROCEDURE

1. The field supervisor in the **practicum** setting who is confronted with a student who is unable to perform competently, exhibits symptoms of abuse (odor of alcohol, slurred speech, unsteady gait, altered thought processes) will immediately remove the student from direct client interactions.
 - a) If there is suspicion of alcohol/drug abuse, the student will be required to submit for cause a Drug and Alcohol test pursuant to Alvernia University's Drug and Alcohol testing.
 - b) The student will remain at the facility until it is deemed safe for them to drive home or they can find another safe mode of transportation.
 - c) Transportation will be at the student's expense, will then be accomplished by calling a family member, public transportation, or a taxi.
 - d) If the student insists on leaving the facility unattended, he/she will be asked to sign a waiver, stating that it is against the Social Work Program policy and is an unsafe action.
 - e) The next school day, the program director will meet the student on campus to allow another opportunity for explanation of his/her behavior.
2. The faculty member in the online **classroom** who is confronted with a student who is unable to participate appropriately in that online classroom will be asked to leave the online classroom immediately and to speak with the faculty member after the online class. The student will be confronted with the observed behavior/symptoms and given the opportunity to explain.
3. Written documentation will be submitted to the Social Work Program Chairperson within two working days of the incident. A meeting with the student, faculty member and chair will be set up to:
 - a) Review the incident and documentation.
 - b) Provide the student with another opportunity to offer further explanation and additional relevant information.
 - c) Discuss procedures to be followed if the policy is carried forward.
 - d) Discuss the academic consequences related to the alleged policy violation.
 - e) The meeting is to be documented in writing to include a description of the incident, who was present, time, date, place, actions and reactions.
4. The Chair of the Social Work Program, in consultation with the Division Dean, will determine whether the procedure is to be carried forward.
5. The student is notified by the Chair of the Social Work Program of the decision, and a written agreement (sample agreement attached) to seek a comprehensive chemical abuse evaluation is obtained.

6. The student is referred to Penn Medicine-Alvernia Medical and Counseling Center, which will be the referral base to the Alvernia University Campus Counseling Center for chemical abuse evaluation.
7. The student may not participate in field education until the evaluation is obtained. Refusal to obtain the evaluation results in immediate dismissal from the Social Work Program.
8. Possible outcomes:
 - a) Evaluation **does not substantiate** a substance abuse problem. The student returns to the online classroom and field education setting with no negative consequences. The faculty will provide an opportunity to make up for missed work and assignments. Extra field education time will be at the student's expense.
 - b) Evaluation **does substantiate** substance abuse, and the **student agrees** to abide by policy. Students' ability to continue in the MSW Program and Field Education will be assessed and determined on a case-by-case basis in accordance with Department standards, the University Compliance Department, and CSWE guidelines.
 - c) Evaluation **does substantiate** a substance abuse problem, but the **student refuses** to abide by the policy of enrollment in a treatment program and ongoing monitoring. This will result in immediate dismissal from the Alvernia University Social Work Program.
9. The student has the right to appeal this policy. See the Alvernia University Student Grievance Policy and Process in the Alvernia University Student Handbook.

Reference:

Scanlan, J. M, Care, W. D. & Gessler, S. (2001). Dealing with the unsafe student in clinical practice. Nurse Educator, 26 (1), 23-27.

SAMPLE AGREEMENT

This is a sample agreement. Each agreement will be individualized to the specific situation.

I, _____, will receive a comprehensive substance abuse evaluation conducted by _____. I understand that payment for the evaluation, treatment, and follow-up care will be my responsibility. If no treatment is recommended, evidence of such will be provided to the Social Work Program Chairperson before I return to the clinical practice setting. If treatment is recommended, I must complete the program determined by the evaluator. Written evidence of my treatment program completion, ability to return safely without impairment of the academic program and my after-care treatment and monitoring plan will be submitted to the Social Work Program Chair.

I give permission to the Alvernia University Health Center Director to release information regarding my evaluation and treatment to the Chair of the Social Work Program.

It has been explained to me that the grade of "I" or "W" will be awarded for courses interrupted by my treatment. I understand that further evidence of chemical impairment during any Alvernia University online classroom or field activity will result in dismissal from the program.

Student Signature: _____

Date: _____

Witness Signature: _____ **Relationship** _____

Witness Signature: _____ **Relationship** _____

APPENDIX D

Field Work Preparation Checklist

ALVERNIA UNIVERSITY SOCIAL WORK PROGRAM

FIELD WORK PREPARATION CHECKLIST

Student name (printed): _____

Student signature: _____

_____ All Academic Courses completed satisfactorily.

_____ In good standing at Alvernia University.

_____ Current/updated immunization with the University.

_____ No communicable conditions.

_____ Adequate Health/Accident insurance (all students must carry health insurance).

Failure to show proof of valid coverage will prevent the student from progressing.

_____ Submitted Child Abuse History Clearance, PA Criminal Background Clearance,
and FBI History clearances.

_____ Received and read the Alvernia University Social Work Program Fieldwork Manual.

_____ Completed Interviews (if needed).

_____ Submitted and/or completed additional requirements for placement, which may include but are not limited to the following: drug panel screens, CPR training, proof of TB test, and agency orientation.

_____ Confirmed initial fieldwork schedule.

_____ Completed Online HIPAA Training & Submitted Training Certificates (as required by agency-specific policies)

Please be aware that social service agencies may have additional responsibilities for student internships that go beyond those listed above. Students entering the field are responsible for complying with the requirements of the agency where they complete field placements.

APPENDIX E

ALVERNIA UNIVERSITY SOCIAL WORK PROGRAM REQUEST FOR EMPLOYMENT-BASED FIELD PLACEMENT

An employment-based field placement option is available for those students who prefer to complete their field placement in an agency setting in which they are currently employed. The curriculum and learning objectives are identical to non-employment-based field placements. Students may choose to continue employment while completing field placement hours with assignments that are distinct from his or her employment responsibilities.

A student who wishes to pursue this option must notify the Director of the MSW Program and the Director of MSW Field Instruction for approval. Once approved, the student must submit the appropriate letter on agency/organization letterhead to the Alvernia University compliance team. It must be in the exact approved language developed by compliance following all set regulations and submitted each academic year the student will be in the field.

APPENDIX F

Alvernia University MSW Program

INTERNSHIP SITE VISIT AGENDA/NOTES

Date _____

Student _____

Internship

Site/Program _____

Field Instructor _____ Task Supervisor(s) _____

Welcome & Introductions:

- How has the internship experience been so far for both student and field instructor? Is the student interacting with any other staff or interns besides those present at the site-visit?
- How long has the student been attending the internship?
- How has the student been oriented to the internship site as a whole and this program/department?

Discussion Questions

Student:

- Tell me a little about your role, daily schedule, internship responsibilities and tasks?
- What types of client interactions are you having and/or what projects are you working on?
- Tell me what is going well and what you would want more or less of?
- How are you challenged in this placement and what, if any, issues or concerns have come up?
- If there are any challenges or issues, how are these being addressed?
- What does your supervision look like, i.e. is it weekly, bi-weekly, individually or in a group?
- How is your weekly supervision normally structured and what is the content?

- Are your concerns, questions being addressed regularly through supervision and consultation?
- How has this internship changed your perspective or influenced your career path?
- What additional opportunities or experiences in addition to what you are doing do you want before the end of the internship?

Field Instructor:

- From a supervision perspective, how are things going so far?
- How is the student performing and progressing?
- What is going well and where/what are the areas and opportunities for improvement during the remainder of the internship?
- What additional responsibilities/tasks are anticipated to be added throughout this internship?
- What has been student's most significant accomplishments? 🏆 What are the student's strengths and areas of growth?

Review Of Learning Contract

-
- Field Liaison, Field Instructor and Student Intern review and provide any suggestions, edits comments.
 - What is the student's biggest learning priority for the remainder of the internship? 🏆 Do Field Instructor and/or student want to identify any future goals?

Wrap-Up

- Address any remaining feedback, questions and recommended next steps

Meeting Notes

Strengths:

Areas of Growth/Concerns:

Follow-up:

Additional Notes:

