



Social Work Program Student Handbook

2024-2025

The Social Work Program Field Work Manual which outlines all criteria for students' preparedness for Field Education in Social Work is incorporated into the Student Handbook. Together they constitute the entirety of the Misericordia University Social Work Program Student Handbook.

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Information and Guidelines for Social Work Students

The title of this document is the Social Work Department Student Handbook. The policies found in this document supplement the policies found in the Misericordia University Undergraduate and Graduate Catalog (<https://catalog.misericordia.edu/>) and the policies and procedures found at <https://catalog.misericordia.edu/content.php?catoid=8&navoid=490>

Book, July 2023, supersedes all previous Social Work Student Handbooks.

ANY POLICY IN THIS HANDBOOK MAY CHANGE AT ANY TIME. STUDENTS ARE HELD ACCOUNTABLE FOR ALL POLICIES IN THIS HANDBOOK AND ARE RESPONSIBLE FOR OBTAINING A REVISED COPY EACH ACADEMIC YEAR. OFFICIAL NOTIFICATION OF POLICY CHANGES OCCURS VIA POSTING ON THE MISERICORDIA WEBSITE AND myMU STUDENT E-MAIL. IT IS THE STUDENT'S RESPONSIBILITY TO REGULARLY CHECK THE APPROPRIATE

E-MAIL AND ELECTRONIC SOURCES. FACULTY ARE NOT RESPONSIBLE FOR STUDENT FAILURE TO BE INFORMED ABOUT POLICY CHANGES OR FOR LACK OF STUDENT KNOWLEDGE OF POLICIES FOUND IN THIS HANDBOOK.

NOTE

- Please check Misericordia.edu/academics/social work for all forms and additional information.
- Students are responsible for knowing the content of the University Handbook and the University Course Catalog. These are important resources related to student information.
- Financial aid questions and concerns should be directed the Financial Aid Office.

MISSION STATEMENT

The Mission of Misericordia University's Social Work Program is to prepare students for entry-level generalist social work practice with individuals, families, groups, communities and organizations. Inherent within this mission is a commitment to the development of BSW graduates who are dedicated to improving social, economic, and environmental conditions among diverse populations locally, regionally, and globally, and to promoting the Sisters of Mercy values which include mercy, service, justice and hospitality. The mission of the Misericordia BSW program is achieved via one curriculum delivered via two program options 1) Traditional and 2) Hybrid.

HISTORY OF SOCIAL WORK AT MISERICORDIA UNIVERSITY

The professional social work education program evolved out of the Religious Sisters of Mercy's call to compassionate service through the ministries of teaching and healing. Social work courses designed to help students develop and act on a sense of responsibility for the critical issues of justice, service and mercy were first offered by the University (formerly - College Misericordia) in the 1950's. Expansion of course offerings through the 1960's eventually led to the development of a formal undergraduate social work major. By 1975 Misericordia's Social Work Program received full accreditation status by the Council on Social Work Education (CSWE), making it among the first in the country to receive this distinction. Accredited status has since been continuously reaffirmed, the last in February, 2022.

CURRICULUM POLICY STATEMENT

Misericordia University's Social Work Program curriculum is organized around the program's primary goal of preparing competent baccalaureate-level generalist practitioners. It evolved institutionally from the Religious Sisters of Mercy's own call to compassionate service through the ministries of teaching and healing and developed according to those mandates for curricular content established by the Council on Social Work Education (CSWE). These mandates include a liberal arts perspective, which is also the base for all professional programs at the University, and a professional foundation composed of required social work courses and field education designed to provide an integrated experience to educate students in the critical areas of social work values and ethics, diversity, social and economic justice, at-risk populations, human behavior and the social environment, social welfare policies and services, social work practice and research.

Learning is guided by a multi-modal pedagogy consisting of: Cognitive Learning, Affective Learning, Reflective Learning and Experiential Learning. Contemporary curriculum design customarily uses terms, "Program Learning Outcomes" and "Student Learning Outcomes" to reflect the intent of educational endeavors. The term "Competency" used by CSWE will be considered equivalent to "Student Learning Outcome."

Service-learning opportunities are available via the Office of Service Learning and can significantly enhance a student's learning.

Interprofessional Education (IPE) is integral to developing professional social work knowledge and skills. According to the WHO, "interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve outcomes. Once students understand how to work interprofessionally, they are (more) ready to enter the workplace as a member of the collaborative practice team. This is a key step in

moving from fragmentation to a position of strength (WHO,2010). Every year, Misericordia offers multiple opportunities to engage in interprofessional learning. The calendar of events is created by the university's IPE Committee. Depending upon course requirements, faculty will provide details related to expectations, assignments, etc.

UNIVERSITY GOALS

In fulfillment of its mission, Misericordia University provides a learning community that prepares graduates who:

1. Reflect the values of mercy, service, justice and hospitality in their actions.
2. Contribute to their communities through service and leadership.
3. Consider ethical issues and values and make reasoned judgments about them.
4. Think independently and creatively, analyze information critically, and solve problems.
5. Respect and understand cultural differences.
6. Understand global perspectives.
7. Communicate and interact effectively.
8. Understand and appreciate the arts, humanities, science, and technology.
9. Succeed in their academic disciplines.
10. Pursue life-long learning.

PROGRAM LEARNING OUTCOMES

The Primary learning outcomes of the Misericordia University Social Work Program are:

1. To educate and promote the development of problem-oriented, undergraduate generalist social work practitioners whose knowledge and skills enable them to assess and address problematic situations among diverse individuals, families, groups, communities and organizations
2. To foster students' ability to integrate the institutional and professional ideals of social justice and to intervene on behalf of those discriminated against and oppressed.
3. To enhance student's critical thinking and problem-solving skills for contextual understanding and intervention with all social systems.
4. To foster commitment to a process of continual ethical practice and professional growth and development including preparation for graduate studies.

2022 CSWE EPAS SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS

(More information regarding the Council on Social Work Education can be found at cswe.org)

Student Learning Outcome 1

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

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

Student Learning Outcome 2

Competency 2: Advance Human Rights and social, racial, Economic, and Environmental Justice

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

in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

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

Student Learning Outcome 3

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

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

Social workers:

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

Student Learning Outcome 4

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their

practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess

reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

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

Student Learning Outcome 5

Competency 5: Engage in Policy Practice

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

Social workers:

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

Student Learning Outcome 6

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Organizations, and Communities

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

Social workers:

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

Student Learning Outcome 7

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

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

Social workers:

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

Student Learning Outcome 8

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

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

Social workers:

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

Student Learning Outcome 9

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

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

Social workers:

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

Essential Functions for Social Work Students

To provide effective social services, a graduate of Misericordia University's Social Work program, across all program options, must possess a multitude of knowledge, skills, and abilities. Social work practice includes being able to evaluate information quickly, determine a course of action, form relationships, understand social and organizational interconnectedness, work successfully in an interprofessional setting, communicate using verbal and written skills, maintain records and documentation of activities and tolerate ambiguity and conflict.

Students who wish to qualify for admission and progression in the social work program must meet both academic and practice behavior requirements. Academic requirements are described in the Department's policies on retention. In addition to the academic requirements, an entering student must be aware that the functional abilities and attributes described below are necessary to function as a social worker. If a student has a physical, emotional, cognitive, or any other disability and requires accommodation to meet the social work program requirements, the student should contact the University's Office of Student Disabilities (OSD) located in the Student Success Center. Once documentation of a Plan of Accommodation (POA) is received, the Social Work Department will endeavor to make reasonable accommodations for the student.

Essential or functional abilities for social work students may be defined as, but are not limited to:

Functional Ability Categories and Representative Activities/Attributes

Fine Motor Skills

Write with pen or pencil (e.g. write in charts, document activities, take notes) Key/type (e.g., use a computer)

Physical Endurance

Maintain physical tolerance (e.g., work with clients and colleagues for long stretches of time each day)

Physical Strength

Defend self against combative client

Hearing

Hear normal speaking level sounds (e.g., person-to-person report) or read lips.

Reading

Read and understand written language (e.g., policies, protocols)

Arithmetic Competence

Read and understand columns of information (flow sheet, charts)

Add, subtract, multiply, and/or divide whole numbers

Compute fractions (e.g., to process client and agency information)

Emotional Stability

Recognize appropriate personal boundaries

Adapt to changing environment/stress

Deal with the unexpected (e.g., client anger, crisis)

Focus attention on task
 Recognize and monitor own emotions
 Perform multiple responsibilities concurrently
 Maintain emotional/behavioral control amid strong emotions/distress (e.g., grief)

Analytical Thinking

Transfer knowledge from one situation to another
 Process information (to be able to perform client and other assessments)
 Evaluate outcomes
 Problem-solve
 Prioritize tasks
 Use long-term memory
 Use short-term memory

Critical Thinking

Identify cause-effect relationships
 Identify the need for help and supervisory assistance
 Plan-facilitate activities with others
 Synthesize knowledge and skills-organize information
 Sequence information (e.g., action, behavior, consequence)

Interpersonal Skills

Respect differences in clients
 Establish rapport with clients
 Establish rapport with co-workers
 Clarify uncertainty and resolve conflict
 Express ideas and feelings and demonstrate willingness to give/receive feedback

Communication Skills

Speak audibly and listen actively
 Give oral reports (e.g., reports to others on client)
 Interact with others (e.g., sharing information with others on team)
 Speak on the phone
 Influence people (e.g., advocate for client or groups)
 Direct activities of others (e.g., supervision, groups)
 Convey information through writing (e.g., progress notes, advocacy)
 Understand proper use of social media and technologically facilitated communication (e.g., email, text, zoom, etc.)

Maintain Safety

Possess sufficient intellectual-conceptual ability to maintain a safe environment for students, faculty, patients, and colleagues. Students must be able to:

- Recognize and respond appropriately and in a timely manner to a medical emergency
- Recognize and react in a timely manner to changes in environment that may result in injury or harm to students, faculty, clients, and colleagues.

- Recognize and react in a timely manner to changes in a patient's status that may result in injury or harm to students, faculty, clients, and colleagues.
- Recognize and react in a timely manner to personal limitations that may result in injury or harm to students, faculty, clients, and colleagues.

If a student cannot demonstrate the skills and abilities listed above, it is the responsibility of the student to request accommodations. If a student's health status should change and the student is no longer able to participate in the classroom or clinical setting, it is the responsibility of the student to notify their Advisor, who will assist the student in addressing their situation.

More information related to disabilities and student services can be found at:

https://mymu.misericordia.edu/ICS/Students/STUDENT_SUCCESS_CENTER/Office_for_Students_with_Disabilities.jnz

GENERALIST PRACTICE

Misericordia University's social work curriculum evolves from the following conception of generalist social work practice:

Generalist social work practice involves the use of a requisite knowledge and skill set subsumed by core professional values that enable the social work practitioner to effect desired social change at the individual, family, group, organizational and community level.

Generalist social workers apply a *systems perspective*, a *problem-solving process* and strict adherence to ethical guidelines prescribed by NASW to assess and intervene at all system levels. The generalist social worker may simultaneously work with many different systems and employ several roles such as counselor, mediator, broker, advocate, enabler or educator in an attempt to effect the desired change. A fundamental principle of generalist practice is that requisite knowledge, values and skills are transferable among diverse population groups, social service agencies and problem areas.

ACADEMIC PROGRAM

A major in Social Work is offered by the Social Work Program within the College of Arts and Sciences. A student is prepared for beginning professional practice by a curriculum based in multiple pedagogies that integrates theory, through classroom instruction, with practical experience in a social welfare agency. A Bachelor of Social Work (BSW) degree is awarded to students who successfully complete all requirements. The Social Work Program is accredited by the Council on Social Work Education (CSWE). Students wishing to continue their education may be eligible for advanced standing in graduate schools of Social Work throughout the United States depending on the grades they achieved in particular BSW courses and the requirements of the advanced standing MSW program a student make apply to. BSW graduates are eligible to sit for the entry level licensure exam in Pennsylvania (and other states allowing entry level licensure).

CURRICULUM

A single curriculum delivered via two program options (traditional and hybrid) with an appreciation of self-directed learning supports the traditional and hybrid program options. The liberal arts core curriculum provides the knowledge that enables the student to have an integrated view of humankind and society. It fosters an understanding of social institutions, the nature of humankind, and the nature of science and the arts. It seeks to broaden the student's intellectual and humanistic perspectives.

The social work major course requirements are divided into five integrated areas: 1) Human Behavior; 2) Social Welfare; 3) Methods and Processes of Practice; 4) Field Instruction; 5) Research. In addition, courses include content specific to critical thinking skills, issues of diversity, at risk populations, values and ethics, and promoting social and economic justice.

- 1) The Human Behavior Courses provide knowledge of human behavior in the social environment. They foster an understanding of the many dimensions of humans-in-society. Human Behavior and the Social Environment I, SWK 350, and II, SWK 351, are sequential course offerings in the student's junior year. The purpose of these courses is to integrate learning in the Practice Sequence.
- 2) The Social Welfare Sequence offers two courses. The first course, Introduction to Social Welfare, SWK 251, deals with the history and philosophy of the American Social Welfare system and the development of the profession of social work. Content is offered in a chronological sequence that relates social welfare and social work to political, economic, and social institutions in American society. The second course, Social Welfare Policy and Services, SWK 252, focuses on the planning and implementation of social welfare programs in contemporary society in the USA. It seeks to provide the student with the conceptual framework and tools to assess present-day social welfare programs and to understand practice within the context of social policy. Both courses provide an introduction to policy practice.
- 3) During their junior and senior years, students must take SWK 366, 367, 466: Methods and Processes I, II and III and SWK 490: Senior Integrative Seminar. These practice courses and the SWK 101: Introduction to Social Work course expose students to the Generalist Intervention Model, Social Work Ethics, and intervention knowledge and skills for working with individuals, families, groups and communities. Content in these courses provides the knowledge and understanding of the values, skills, and methods necessary for beginning-level level social work practice.
- 4) The Field Instruction Seminars, taken concurrently with Field Instruction, stress the application and integration of conceptual material learned in these courses as well as continued professional development. All students in Field Instruction attend a weekly seminar on campus. Field Instruction begins in the junior year and continues in the senior year. Field seminar is designed to:

- a. Help the student integrate practice theory learned in the classroom with their practice in the agency.
- b. Help the student to discuss and find solutions for problems that might develop in the field.
- c. Help the student gain an awareness of the network of agencies in the community and the services they provide through class discussion.
- d. Help the student develop a professional self.
- e. Help the student develop the ability to evaluate their professional competence.

The seminar focuses on the student as a beginning practitioner and on their transition to a professional social worker. The skills, values, and knowledge learned in the Practice Sequence will be related to the student's activities in the field. A prime objective of the seminar is to help each student develop a systematic approach to practice that will allow them to accept increasing responsibility in the agency. The helping process will be reviewed from the first contact with a client to the termination and it will be related to the realities of practice.

- 5) The Senior Integrative Seminar is taken in the spring semester of the senior year. It is meant to provide a cohesive integration of all knowledge, values and skills for professional practice. In addition, it is the arena to demonstrate readiness for professional practice with the successful completion of the PORTFOLIO. The outline for the BSW Portfolio may be found on the Social Work webpage.
- 6) Research Methods fosters an understanding of the scientific method that enables the student to analyze, synthesize and interpret data. Content in this course deals with research pertinent to social work: research-based practice as well as practice-based research (evaluation). It aids in the development of the problem-solving approach that is utilized in the Practice Sequence and in the field.
- 7) Electives in Social Work may be taken focusing on areas of interest for the student. Different topics and courses are regularly offered throughout the academic year.

Social Work Program Requirements

A total of 121 credits is required for a BSW Degree at Misericordia University. This requirement is comprised of the university's CORE curriculum and the required social work courses (73 credits). Certain courses – such as Comparative Sociology and Introduction to Psychology – fulfill both CORE and major requirements. This allows the Social Work major a greater selection of elective courses and/or the opportunity to select a minor concentration. A student must receive a grade of C or better in all social work (SWK) courses. Required courses for Social Work majors are:

COURSE NUMBER	COURSE NAME	CREDITS
BIO 105	Essential Biology with lab*	4
MTH 115	Basic Statistics*	3
POL 100	American National Government*	3
PSY 123	Introduction to Psychology*	3
SOC 101	Comparative Sociology*	3
SOC 122	Social Problems	3
SOC 221	Cultural Minorities	3
SWK 101	Introduction to Social Work	3
SWK 401	Research Methods	3
SWK 251	Introduction to Social Welfare	3
SWK 252	Social Welfare Policies & Services	3
SWK 350	Human Behav. Social Envir. I	3
SWK 351	Human Behav. Social Envir. II	3
SWK 366	Social Work Methods & Processes I	3
SWK 367	Social Work Methods & Processes II	3
SWK 466	Social Work Methods & Processes III	3
SWK 472	Field Instruction Seminar I	1
SWK 473	Field Instruction Seminar II	1
SWK 474	Field Instruction Seminar III	1
SWK 371	Field Instruction I	3
SWK 475	Field Instruction II	3
SWK 476 or 477	Field Instruction III or IV	3-6
SWK 490	Senior Integrative Seminar	3
	Social Work Electives	9

*Fulfill CORE requirements.

All course descriptions are located in the Undergraduate and Graduate Catalog at <https://catalog.misericordia.edu/>.

Social Work Electives

Social Work majors are required to complete a minimum of three, three-credit social work elective courses. Elective courses support self-directed learning and enrich curriculum offerings by providing students the opportunity to study and research topics of interest that are relevant to effective contemporary social work practice. Elective courses are offered each semester. This list is not exhaustive. Faculty welcome suggestions for additional course topics and content.

Electives Periodically Offered.

COURSE NUMBER	COURSE NAME	CREDITS
SWK 201	Professional Ethics	1
SWK 222	Drug Pharmacology	3
SWK 333	Substance Abuse in the Adolescent Population	3
SWK 335	Substance Abuse in Special Populations	3
SWK 337	Substance Abuse Treatment Methods	3
SWK 340A	Alcoholism	3
SWK 341	Substance Abuse and the Aged	3
SWK 342	Families in Addiction and Dependency	3
SWK 355	Sexuality in Childhood and Adolescence	3
SWK 356	Developing Cultural Competence with Children and Families	3
SWK 360	Special Topics in Social Work Practice, e.g. Documentation Spirituality and Social Work Practice Suicide Assessment and Intervention	1-3
SWK 363	Child Welfare Services	3
SWK 375	Aging Policies & Programs	3
SWK 390	Seminar (e.g. Family Therapy)	3
SWK 392	Child Abuse and Neglect	3
SWK 395A	Permanency Planning	3
SWK 320	Trauma and Resiliency	3

SPECIAL NOTE:

It is the student's responsibility to ensure that they have met credit and course requirements to be conferred a degree of Bachelor of Social Work from Misericordia University.

To earn a BSW students must achieve the following academic performance:

- A minimum cumulative GPA of 2.0 (university requirement).
- A minimum grade of C- in each of the following social work specific courses:

COURSE NUMBER	COURSE NAME
SWK 401	Research Methods
SWK 101	Introduction to Social Work
SWK 251	Introduction to Social Welfare
SWK 466	Social Work Methods & Processes III
SWK 472	Field Instruction Seminar I
SWK 473	Field Instruction Seminar II
SWK 474	Field Instruction Seminar III
SWK 371	Field Instruction I
SWK 475	Field Instruction II
SWK 476 or 477	Field Instruction III or IV
SWK 490	Senior Integrative Seminar
SWK 252	Social Welfare Policies & Services
SWK 350	Human Behav. Social Envir. I

COURSE NUMBER	COURSE NAME
SWK 351	Human Behav. Social Envir. II
SWK 366	Social Work Methods & Processes I
SWK 367	Social Work Methods & Processes II

Suggested Course Completion

Traditional Social Work Option

SEMESTER 1

COURSE NUMBER	COURSE NAME	CREDITS
BIO 105/105L	Essential Biology	4
PSY 123	Intro. to Psychology	3
Soc 101	Comparative Sociology	3
POL 100	American National Gov't	3
ENG/RLS/HIS 151	University Writing Seminar	3

SEMESTER 2

COURSE NUMBER	COURSE NAME	CREDITS
TBD	SCI CORE (NON-LAB)	3
SOC 122	Social Problems	3
TBD	ENG/HIS/POL/RLS CORE	3
TBD	ENG/HIS/POL/RLS CORE	3
TBD	MTH Group A	3

SEMESTER 3

COURSE NUMBER	COURSE NAME	CREDITS
TBD	FA CORE	3
SOC 221	Cultural Minorities	3
TBD	ENG/HIS/POL/RLS CORE	3
MTH 115	Basic Statistics	3
PHL 100	Introduction to Philosophy	3

SEMESTER 4

COURSE NUMBER	COURSE NAME	CREDITS
TBD	FA CORE	3
TBD	ENG/HIS/POL/RLS CORE	3
TBD	ENG/HIS/POL/RLS CORE	3
TBD	PHL CORE (3)	3
SWK 101	Intro. to Social Work	3

SEMESTER 5

COURSE NUMBER	COURSE NAME	CREDITS
SWK 251	Intro. to Social Welfare	3
SWK 350	Human Behavior/Social Env. I	3
SWK 366	SWK Methods/Processes I	3
TBD	SWK ELECTIVE	3
TBD	FREE ELECTIVE	3

SEMESTER 6

COURSE NUMBER	COURSE NAME	CREDITS
SWK 351	Human Behavior/Social Env. II	3
SWK 367	SWK Methods/Processes II	3
SWK 371	Field Instruction I	3
SWK 472	Field Instruction Seminar I	1
TBD	FREE ELECTIVE	3
TBD	SWK ELECTIVE	3

SEMESTER 7

COURSE NUMBER	COURSE NAME	CREDITS
TBD	FREE ELECTIVE	3
SWK 466	SWK Methods/Processes III	3
SWK 475	Field Instruction II	3
SWK 473	Field Instruction Seminar II	1
SWK 232	Social Welfare Policies/Services	3
SWK 401	Research Methods	3

SEMESTER 8

COURSE NUMBER	COURSE NAME	CREDITS
TBD	FREE ELECTIVE	3
TBD	FREE ELECTIVE	3
TBD	SWK ELECTIVE	3
SWK 490	Senior Integrated Seminar	3
SWK 476	Field Instruction III	3
SWK 474	Field Instruction Seminar III	1

A complete description of the university's CORE curriculum can be found in the Undergraduate and Graduate Catalog via <https://catalog.misericordia.edu/content.php?catoid=8&navoid=485>

Expressway Hybrid Social Work Program Option (Based upon Junior standing)

Hybrid courses are located at Luzerne Co. Comm. College-dates, room number and times are included in the course schedule.

SEMESTER 1

SESSION	COURSE NUMBER	COURSE NAME	FORMAT	CREDITS
One	SWK 101 70	Introduction to Social Work	On-line	3
	SWK 350 70	Human Behavior & Social Environ. I	On-line	3
Two	SWK 251 N1	Introduction to Social Welfare	Hybrid	3

SESSION	COURSE NUMBER	COURSE NAME	FORMAT	CREDITS
	SWK 351 75	Human Behavior & Social Environ. II	On-line	3

SEMESTER 2

SESSION	COURSE NUMBER	COURSE NAME	FORMAT	CREDITS
One	SWK 252 70	Social Work Policy	On-line	3
	SWK 366 M1	Social Work Methods I	Hybrid	3
Two	SWK 367 N1	Social Work Methods II	Hybrid	3
Full Semester	SWK 371 P1	Field Instruction I (200 Hrs.)	N/A	3
	SWK 372 P1	Field Education Seminar	Hybrid	1

SEMESTER 3 (SUMMER)

SESSION	COURSE NUMBER	COURSE NAME	FORMAT	CREDITS
One		Social Work Elective	On-line	3
Two		Social Work Elective	On-line	3

SEMESTER 4

SESSION	COURSE NUMBER	COURSE NAME	FORMAT	CREDITS
One	SWK 466 M1	Social Work Methods III	Hybrid	3
Two		Social Work Elective	On-line	3
Full Semester	SWK 475 P1	Field Instruction II (200 Hrs.)	N/A	3
	SWK 473 P1	Field Education Seminar	Hybrid	1

SEMESTER 5

SESSION	COURSE NUMBER	COURSE NAME	FORMAT	CREDITS
One	SWK 401 70	Research Methods	Hybrid	3
Two	SWK 490 N1	Senior Integrative Seminar	Hybrid	3
Full Semester	SWK 476 P1	Field Instruction III (200 Hrs.)	N/A	3
	SWK 474 P1	Field Education Seminar	Hybrid	1

CURRICULUM OPTIONS

Core and major course requirements are completed in a manner that may allow students several options for minor areas of study, e.g. Addictions Counseling and Gerontology. In addition, the student majoring in Social Work may select a minor in other areas of interest, such as History, Philosophy or English, etc. A double major is also possible, but requires significant planning for completion and can impact the length of study. Requirements of the completion of a minor can be found in the Undergraduate and Graduate Course Catalog <https://catalog.misericordia.edu/index.php?catoid=8>

ADMISSION, RETENTION AND TERMINATION POLICY AND PROCEDUREAdmissions

Social Work is the professional activity of helping individuals, families, groups and communities to enhance their capacity for social functioning and to create societal conditions favorable to their goals. To be effective as a social work practitioner requires an acceptance of and appreciation for wide diversities among the populations served. These diversities include race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental and physical disability, or any other personal characteristic, condition or status. As we practice social work in the twenty-first century, increasing diversity among the populations we serve demands that social work programs become even more vigilant in recruitment of students who both reflect and value diversity, especially as it exists related to those at-risk and vulnerable populations who historically have been most discriminated against and/or oppressed. It is the student who sincerely cares about the needs of others and who is both appreciative of and sensitive to issues of justice that the Social Work Program seeks to attract and recruit.

Misericordia University accords students of any race, color, gender, age, creed, ethnic or national origin, disability, political orientation or sexual orientation all the rights, privileges, programs and activities generally made available to students of the University.

New students applying to Misericordia University Social Work program (both options) must follow all university policies and procedures as well as the social work program admission

policies and procedures. Admission of freshmen students into Misericordia University is based on a comprehensive review of each applicant, including grade point average, class rank, standardized test scores, high school history and extracurricular activities and guidance counselor recommendations. University criteria for admission requires a minimum high school grade point average of 2.5 and a minimum SAT combined score of 850 (prior to 3/5/2016) or 930 after that date. The university designates special admission personnel for all on-line hybrid applicants who review all transcripts and work with the social work chair regarding the admissions process. After matriculation, the relationship between students and these admissions personnel ceases. The admission process is completed by the Admissions Office with, as needed, involvement of Social Work faculty.

Misericordia University has announced that it will continue test-blind admission review for the first-year class entering in Fall 2023 and Fall 2024 in all academic programs. Students who have taken the SAT or ACT are not required to submit their scores. Test scores will not be used in determining admission or academic scholarship awards.

Admission Procedures

Admissions decisions are made on an ongoing basis.

Students declaring a Social Work major will complete the following:

1. Personal interview with a member of the full-time social work faculty;
2. Attainment of a minimum grade of 2.00 in all completed courses identified as required social work courses.
3. A personal statement.

Transfer Admissions

Admission of transfer students is guided by criteria set for by the university and occurs via the university's Admissions Office with, as needed, involvement of Social Work faculty. Transfer applicants must hold a 2.0 GPA or higher, having completed at least 15 college credits and have a proven record of success in high school.

Transfer students declaring a Social Work major will complete the following:

1. Personal interview with a member of the full-time social work faculty;
2. A personal statement.

Personal Statement and Narrative Response

The personal statement and narrative response must be reflective and must demonstrate satisfactory written communication skills. The statement is viewed as a self-assessment tool, a vehicle to assist students in clarifying both short and long-term goals.

Admission Committee

Students will be admitted or denied admission to the BSW major by decision of an Ad Hoc committee composed of faculty of the Social Work Program and other members appointed by the Social Work Chair. The Committee's decision will be communicated in writing by the Program Chair to all students.

In the infrequent case of "denial" or "admission with conditions", the Committee will provide a justification for their decision. The student may petition for a second review and appear before the Committee. They are expected to present additional information in support of the request for a review of all information. If the student is again not satisfied with the recommendation of the Committee, they may appeal through the University at-large appeal process.

Program Gatekeeping Standards

Students should be cognizant that one of the primary roles of a social worker is to function as "gatekeeper" for the profession. It is, therefore, the responsibility of all social work faculty to ensure that students involved in the Social Work Program meet strict standards of academic **and** nonacademic eligibility deemed necessary for effective social work practice.

Nonacademic Criteria for Admission and Retention

Additional criteria for admission and retention in all program options the BSW Program include:

1. The ability to communicate effectively, both orally and in writing, and the capacity to establish helping relationships;
2. Personal behavior and values which demonstrate compliance with the [NASW Code of Ethics](#).
3. Personal Characteristics;
 - a. Professionalism/Integrity/Maturity – In addition to the academic expectations, social work students are expected to demonstrate professional behavior which reflects a commitment to the ethics of the social work profession. Behavior contrary to these ethics will be cause for review of the student's admission to the program or continued future as a social work major. Examples of behavior which warrant such a review include derogatory oral and written statements or other actions that deny social justice for, students, faculty, and/or persons from populations reflecting racial, ethnic, handicapped status, religious, socioeconomic, gender, and sexual orientation differences.
 - b. Behavior – Since the role of social worker involves helping people from a variety of backgrounds and with a wide range of problems, it is important that the social work student not permit personal issues to interfere with this role

and that he/she have the emotional and psychological resources to render effective assistance to those in need. In instances where students demonstrate behavior which suggest that their own difficulties are not sufficiently resolved to be able to help and support others at this time, students may be denied admission to the program or once admitted may be asked to withdraw from the program until personal issues have been resolved. Students are urged to consult with their faculty advisor for referral and advisement.

Program Actions on Admissions

The Program has three options with each program applicant:

1. Unconditional admission to the Social Work Program.
2. Conditional admission status in the Social Work Program for the following reasons:
 - a. Requirements have not been met;
 - b. Documents have not been filed;
 - c. An identified problem or potential problem needs to be resolved by student and faculty advisor. (Students admitted under conditional status are responsible for the following up on any concerns and reporting to the faculty advisor prior to the next convening meeting.)
3. Deny Admission.

Student Retention-all program options

Students must receive a C or better in all Social Work courses in order to graduate with a Bachelor's degree in Social Work. Students who receive a grade lower than C must see their advisor immediately to review their plan for grade improvement. Students are only allowed to repeat a social work course (SWK) once. Students who fail to earn a C or better after two attempts will automatically be suspended from the Social Work Program for one semester. Readmission to the program and permission to once again enroll in the failed course will be considered after the Program Chair receives a letter from the student in detailing their plan to improve academic performance.

Students whose nonacademic performance falls below expected levels are required, in consultation with their advisor, to formulate a plan for improvement. Repeated failure to perform at expected levels will result in formal review and may result in termination from the program. See Civility & Professional Behavior policy on page 38 of this Handbook.

Due Process/Appeal

The Student has the right of appeal to the Chair of the Social Work Program, and/or the Dean of the College of Arts and Sciences, and then the Office of the Vice President of Academic Affairs.

Grievance

A grievance process has been developed for the student who believes that he or she has been treated unfairly within the program. The process is as follows:

1. The student first confers with the individual teacher, field supervisor or administrator involved in the incident or situation within five (5) days. If the issue is satisfactorily settled – the process ends, if not...
2. The student seeks an interview with the Chair of the Social Work Program. This must be done within five (5) days of the conference as stated above. It is the Chair's responsibility to investigate the matter and try to effect a reconciliation.
3. If the student does not feel that an equitable judgment has been made, he/she may then appeal to the Dean of the College of Arts and Sciences. The Dean's responsibility is to investigate the issue and try to effect a reconciliation. The appeal to the Dean must be made within five (5) days of the outcome of the Program Chair's intercession.

If the issue has not been settled, the student may appeal to the University Grievance Committee through the office of the Vice President of Academic Affairs.

CRIMINAL BACKGROUND CHECKS

Involvement with the criminal justice system **may** impact a student's field education and their continued professional advancement, for example, obtaining licensure. This is a highly individual matter that requires exploration. If you have a criminal history please inform the Department Chair. All possible assistance will be provided to decrease the impact on your education.

TRANSFER CREDIT POLICIES

Transfer Credit

The Social Work Program attempts to ensure that all students graduating from the University with a BSW degree have had similar academic experiences across all program options. Consistent with University policy, it will accept academic coursework from other Council on Social Work Education accredited institutions if the course content of their social work courses reflects learning outcomes of similar courses at Misericordia University. It will,

likewise, accept transfer credits from accredited two and four-year institutions for coursework other than those designated “SWK”.

The following policies apply to all transfer students:

1. Transfer credits must carry a “C” grade or better. University policy does not permit acceptance of any coursework with less than “C” level achievement.
2. Transfer courses are judged to be equivalent to a Misericordia University course if content parallels content areas of a similar course offering. The course syllabus must first be reviewed by the Registrar and then approved by the Social Work Program Director before it can be awarded academic credit.
3. Students seeking transfer credit in a social work course with a grade of “C” must demonstrate C+ (2.5) level attainment in “SWK” courses during their initial semester at Misericordia University. Failure to achieve a 2.5 G.P.A. will result in Program Probation.
4. **The Social Work Program does not allow credit for life experience or previous work experience, in whole or in part, to satisfy requirements for field education within the Social Work Program.** In keeping with University policy, Prior Learning Assessment Credits and CLEP credits can be awarded for general education and non-major elective courses.

TRANSFER CREDIT PROCEDURES

The following procedures are employed in determining the validity of all transfer credits into the Social Work Program across all program options.

1. The Registrar and Social Work Program Chair will validate all transfer coursework from CSWE accredited institutions to ensure that the course content and the theoretical base is similar to that offered at Misericordia University. If the course is judged to be equivalent, the student is then exempted from taking this course. The same process is used for transfer credit from accredited two and four-year institutions for coursework other than those in the Social Work Curriculum.
2. If the Registrar and Program Chair find that the course is not comparable, it will be awarded elective credit and the student will be required to take the course at Misericordia University.
3. Content validation of transfer courses can be accomplished in a number of ways including syllabi, college catalogs, field practicum evaluations, student interviews, and other supporting documentation.

4. Experiential Learning Credit may be awarded to students for general education and elective coursework, providing they have followed the procedures and directives found in the University Catalog.

BSW PORTFOLIO

The student portfolio will address the expected *Competencies* (Objectives) and *Practice Behaviors* (Learning Outcomes). Each student will be required to gather and assemble demonstrable evidence of fulfilling each specified Objective/Outcome by the end of their senior year as part of the requirement for the Capstone Course. It can be anticipated that most, if not all, evidence will be completed in required social work coursework and fieldwork in the form of tests, papers, projects, syllabi, field logs or any other means of documenting outcome fulfillment. It will be the *student's responsibility* to periodically meet with their academic adviser to ensure portfolio progress.

Purpose: The purpose of the portfolio is to afford each senior social work student the opportunity to demonstrate an understanding and application of the knowledge, values and skills necessary for generalist professional baccalaureate social work practice and to document achievement of those program competencies and practice behaviors.

Procedure: Students can begin the process of documentation as early as their initial freshman semester. However, since most program outcomes evolve from material mastered in social work core courses beginning in the sophomore year, portfolio development will accelerate at this time. Internal transfer students, and especially those students who transfer into the BSW Program with Associate degrees from two-year institutions, will immediately begin documentation.

As noted in the objectives, the program views the field component as the primary means by which students can demonstrate achievement of program competencies and practice behaviors. Through assigned papers and activities associated with field education completion of most of the anticipated outcomes can be substantiated.

Assembly and Evaluation: Portfolio submission occurs near the midpoint of the student's final semester. The portfolio must be submitted to the Capstone Course Instructor. All current full-time program faculty and the student's agency field supervisor will independently review each portfolio and assign a score. An average of the three scores will be used to determine the student's final grade. The portfolio is a culmination of the learning through growth, education, and hands-on experiences as exhibited within folder. A guide to assembling this folder can be found on the Social Work web pages (under the academic tab).

STUDENT ADVISEMENT

The faculty of the Misericordia BSW Program is responsible for academic and professional advisement of BSW students across both program options. The Social Work

Program views the advising process as an integral component of each student's educational experience at Misericordia as well as the initiation of professional development. Academic advisement across all program options is provided by faculty of the Social Work Program. Upon declaring a Social Work major, students from both program options are assigned a faculty advisor who continues in that role until the student graduates. The faculty advisor assists the student in educational planning, facilitates the student's university and program resources, and monitors the student's progress through the program. The nature of social work education promotes a close and open relationship between students and faculty that enhances the student's learning experience and aids in the student's professional acculturation. Faculty advisors are also a resource for students when they are experiencing academic difficulties. University policy requires that students from both programs meet with their advisor once each semester to plan coursework, assess progress, etc. All students are encouraged to meet with their advisor as frequently as needed or desired. Social Work faculty offices are located in the Bologna Building; additionally, reliable technology resources exist to facilitate "distance" meeting via video communication.

During the summer months, when program faculty are unavailable for advisement, the Program Director assists with academic advisement.

Professional advisement across both program options is provided by faculty of the Social Work Program, as well as through field education. Students may seek professional advisement from their Field Instructors and Field Liaisons. Indeed, field education requires a strong focus on professional development. The goal of all professional advisement is to make students aware of the plethora of possibilities as a professional social worker, and to help determine how their interests and aptitudes can translate into a long and rewarding career in social work. Professional advisement of the Program's students includes two foci; pursuit of graduate education and/or employment

Faculty Offices/Office Hours

All Social Work Program Full-time Faculty offices are located on the second floor of the Bologna Hall. Faculty office hours are communicated via course syllabi. In-person appointments are preferred; however, virtual appointments are acceptable. If students cannot meet with faculty during scheduled office hours, other times are mutually arranged.

Faculty/Student Communication

Because of the relatively small size of the Social Work Program, informal channels of communication are usually effective in relaying messages from faculty to students and vice-versa. Students, however, should make a habit of checking their email regularly. All email communication should be through students' Misericordia University email accounts and not personal email accounts. Students should also frequent Misericordia website which contains information regarding social work programming. Webpage: <https://www.misericordia.edu/socialwork>

FEEES

A fee will be attached to students enrolled in SWK 366, SWK 367, SWK 460 & SWK 490, which covers professional liability insurance, professional membership in the PA National Association of Social Workers and clinical records management. Details related to this fee are available via the program Chair.

STUDENT ASSOCIATIONS

Social Work Club

The Social Work Program sponsors a student organization open to all majors in all program options. The purpose of the organization is to allow students an opportunity to plan and implement academic, professional and social programs on campus. Club activities are designed to enhance the student's awareness of the profession and the field of Social Work. The club offers field trips, as well as professional programs several times during each semester. In many instances, the organization acts in an advisory capacity to the faculty with regard to issues of importance to students. Social Work majors are encouraged to join and be active within the organization. Please join this "group" under group emails for regular bulletins.

University-wide Student Associations

Students in all Social Work program options are invited to explore and participate in university sponsored, groups, activities, projects, etc.

CIVILITY & PROFESSIONAL BEHAVIOR

Students appropriate efforts to gain knowledge is a fundamental right. Students will not be prohibited from exercising their constitutional rights or from other lawful activity guaranteed by the United States. These activities expressly include freedom of speech and dissent.

Misericordia University's Social Work Program subscribes to strict standards of ethical conduct for aspiring social work practitioners and adheres to those standards defined by the Code of ethics of the National Association of Social Workers (NASW). To this end, irresponsible and unethical acts such as cheating on exams, plagiarism and falsification of field logs or research materials will not be tolerated.

The program views students' behavior in the classroom and field settings as reflective of their future behavior as social work practitioners. As professionals, these students will be intervening in the most private and sensitive areas of clients' lives, where ethical and responsible thoughts, words and actions will be paramount to their interventive efforts. Due to the

professional and human service functions of the social work profession, these expected behaviors are part of academic requirements and standards. Student misconduct that involves clients on or off campus or student conduct that is potentially dangerous to current or future clients constitutes a violation of social work academic standards. The faculty or college administrators shall follow these academic standards and initiate procedures for dismissal or restriction of offending students. To this end, students are expected to conduct themselves civilly and professionally when interacting with faculty, staff, students and community members in all affiliated university settings; whether a classroom, on-line or a field affiliation site.

Students who have impaired capacity to function as a social work practitioner will be recommended for termination if at least two social work faculty believe this course of action is necessary.

Documentation of reasons for dismissal include, but are not limited to, behaviors that violate the NASW Code of Ethics and/or universally acknowledged student conduct. Examples of such behavior include:

1. Cheating in whatever manner, during tests or examinations.
2. Proof of plagiarism in papers and other reports.
3. Falsification of research findings, methodologies or unethical activity connected with academic or professional research.
4. Falsification of field logs.
5. Blatant disrespect and/or disregard for issues of diversity with clients, students, faculty, staff or others.
6. Attending classes or field assignments under the influence of drugs or alcohol.
7. Sexual activity with clients including but not limited to kissing, fondling, or sexual intercourse.
8. Inappropriate physical actions directed at clients, students, faculty or staff, such as hitting, spanking, or slapping.
9. Physical or emotional threats directed toward clients, students, faculty, or staff.
10. The acceptance of gifts of money from clients that are not considered standard payments for services received on behalf of the student's agency or field setting. Students shall not ask for nor expect gifts from clients.
11. Illegal or unethical behavior that limits or takes away client's rights or results in financial, material, or emotional loss for clients or gain for social work students.
12. Repeated breeches of confidentiality;
13. Intentional violation of agency policy and procedures;
14. Inappropriate conduct;
15. Threatening or engaging in physical abuse;
16. Consistent tardiness or absence;
17. Reporting to placement under the influence of drugs or alcohol
18. Carrying weapons to field placements;
19. Theft of agency property;
20. Falsification of client records;
21. Blatant disregard for agency philosophy;
22. See also Student Conduct in this handbook.

23. Students are expected to display behaviors such as, but not limited to:

- Arrive at class and field sites on time.
- Make proper notification of inability to attend scheduled classes and/or field practice.
- Conduct themselves in a courteous and professional manner whether on or off-campus.
- Turn off all cell phones and electronic devices, or put into silent/vibrate mode, during class and when in client care environments. **Cell phone conversation or text messaging during class or field experiences (unless directly related to field practice) are not permitted.**
- Address faculty, peers and community partner representatives respectfully and by appropriate titles, i.e. “Dr.” or “Professor”. Addressing faculty or professional community partner individuals by first names is only appropriate when individuals request one does not use their professional title when addressing them.
- Avoid disruptive behaviors such as, but not limited to, social conversation with peers during classroom or field learning activities; speaking out of turn during directed discussions; monopolizing discussions; and using aggressive or offensive language.
- For any field or practicum experience disruptive behavior also includes when a student, under their own directive, calls a community partner seeking field placement, despite instructions by university personnel such as faculties or field placement coordinators not to call. Other examples include, clear violations of agency policy/procedures. The Agency Field Instructor may perceive a student’s behavior in the field to contraindicate adequate functioning as a professional social work practitioner. Should problems arise that cannot be resolved between the student and agency field instructor, the instructor can recommend either termination of placement or termination of the student’s status as a social work major.
- Be properly attired in the Misericordia University dress code for all field experiences.
- To not defame others or conduct one-self negatively while representing the University, its programs, or its faculties on-campus or in the community. Use appropriate Netiquette in any electronic correspondences.

Any student who fails to abide by the Civility & Professional Behavior policy will be subject to the following disciplinary actions:

1. First offense –The student is given a written warning from the faculty member involved which will be documented in the student’s advising notes and signed by the student. Should the gravity of the first offense be severe, the student may have additional sanctions imposed, including those normally invoked for a second offense. If the student does not comply with this process, the second offense will be imposed and the student will be placed on probation or dismissed from the Social Work program. Students have the right to appeal through the grievance policies detailed below.

2. Second offense – The student will be dismissed from the class, field setting, activity, office, area, or environment in which the offensive behavior takes place, and will be required to meet with the Social Work Department Chairperson and/or a Social Work Department faculty member within 2 business days. The Chairperson, in consultation with the University Grievance Committee, will determine the appropriate sanction to be imposed. This may include, but is not limited to, probation or dismissal from the Social Work program.

At any time, if a student's behavior is egregious and deemed by the Social Work Chairperson to be deleterious to the Social Work Department or the University, the student will be dismissed from the social work program and/or the university with no opportunity for readmission.

Due Process/Appeal

The Student has the right of appeal to the Chair of the Social Work Program, and/or the Dean of the College of Arts and Sciences, and then the Office of the Vice President of Academic Affairs.

Grievance

A grievance process has been developed for the student who believes that he or she has been treated unfairly within the program. The process is as follows:

- 1 The student first confers with the individual teacher, field supervisor or administrator involved in the incident or situation within five (5) days. If the issue is satisfactorily settled – the process ends, if not...
- 2 The student seeks an interview with the Chair of the Social Work Program. This must be done within five (5) days of the conference as stated above. It is the Chair's responsibility to investigate the matter and try to effect a reconciliation.
- 3 If the student does not feel that an equitable judgment has been made, he/she may then appeal to the Dean of the College of Arts and Sciences. The Dean's responsibility is to investigate the issue and try to effect a reconciliation. The appeal to the Dean must be made within five (5) days of the outcome of the Program Chair's intercession.
- 4 If the issue has not been settled, the student may appeal to the University Grievance Committee through the Vice President of Academic Affairs.

FIELD EDUCATION

Field education has been designated by the Council on Social Work Education (CSWE) as the signature pedagogy for the profession. It is an integral part of the curriculum wherein students are provided opportunities to apply knowledge and skill developed in the curricular foundation areas. Field education is a requirement for Junior and Senior Social Work majors culminating in the completion of 600 hours of field education. Field education contributes to the

advancement towards the development of all CSWE EPA Competencies (Student Learning Outcomes).

Field education is a requirement for Junior and Senior Social Work majors. The field component has been designated by the Council on Social Work Education (CSWE) as the signature pedagogy for the profession. Field education is an integral part of the curriculum wherein students are provided with opportunities to apply knowledge and skills previously developed in the foundation areas of their learning.

The field education component of the Social Work Program is viewed as the principal means for reinforcing and integrating the entire academic curriculum. This structured educational experience in social work practice enables students to integrate and apply information learned in the classroom. It is expected that academic content will be deepened and enriched by having students participate at various practice levels in a social welfare agency or organization.

The primary goal of field education is to develop a student's knowledge about the process of social change and its concomitant problems; the social, cultural, economic and ethnic composition of the community, individual and group behavior, and the public and private services and resources of the community.

The program expects that students will be exposed to problems that are real, to work that really needs doing, and to professional people who sincerely care about their growth and development as students. Emphasis should be placed on field as a learning rather than a working experience; Opportunities must be provided for students to develop the range of skills necessary for entry-level professional practice.

Field education is aimed at gaining and increasing proficiencies in all educational competencies established by the Council on Social Work Education. These competencies are mirrored by the student learning outcomes established by the program.

For more information on the Council on Social Work Education (CSWE) 2015 Educational Policy & Accreditation Standards, please visit the CSWE website:

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

Course prerequisites/corequisites for field are as follows:

1. Juniors must have completed **SWK 101 - Introduction to Social Work, SWK 252 - Introduction to Social Welfare, and SWK 366 - Social Work Methods and Processes I**. Junior transfer students may take the SWK 252 - Introduction to Social Welfare concurrently with their field placement in the spring semester, and all students are permitted to take SWK 366 - Social Work Methods and Processes I concurrently with their fall field placement.

2. In addition to the courses above, seniors must have completed, in addition to the three (3) courses above, **SWK 232 - Research Methods** and **SWK 367 - Social Work Methods and Processes II**.
3. Students must obtain all required clearances including FBI, Criminal Background Check, Child Abuse, and HIPPA and are responsible to upload them to the MyRecord Tracker software program by December 1st of the fall semester before beginning the field experience.
4. All students entering the field must have a: G.P.A. of 2.5 in social work core courses and a G.P.A. of 2.5 overall.
5. If students do not meet the 2.5 G.P.A. in social work core courses and 2.5 G.P.A. overall by the fall prior to entering the field, they will be placed on academic probation and notified via certified letter.
6. A student concern meeting will be scheduled when G.P.A. or prerequisite requirements are not met, and a remediation plan will be developed. Students must meet the established requirements above to remove themselves from probation prior to entering the field.
7. If students do not meet the criteria to remove themselves from probation by the spring semester before being scheduled to enter junior field, they will have one additional semester to get off probation by the end of the fall semester before junior field is scheduled. If they fail to meet the requirements by this time they will be dismissed from the program.

Transportation

Students must provide their own transportation to field agencies. Public transportation (bus service) is available from campus to various locations in the Wyoming Valley.

Insurance

Students are required to have liability insurance before they enter field. Liability insurance coverage will be provided by the University and assessed to the student's bill during their junior and senior years.

Admission to Field Assignment

The Application Process for field assignment is as follows:

1. Students first submit a letter of intent (see Appendix E) to the Social Work Field Director.
2. All students then complete a Student Application and Profile (see Appendix F) which is also submitted to the Field Director.
3. After the application is reviewed by the Field Coordinator, the student schedules an interview the week following Advisement with the Field Director to assess student interests, motivations, goals, type of agencies and population that would be most appropriate for each student.

4. The Field Director then contacts agencies to determine if they are interested in working with and can accommodate a social work intern.
5. If the agency agrees to interview a student for possible placement, the Field Director will send the student's Application and Profile to the potential student supervisor.
6. The Field Director then gives the agency's address, potential supervisor's name and telephone number to the student. Within three days, the **STUDENT** then contacts the agency to arrange a preplacement interview. The agency may also request additional information and documentation at this time. The interview will determine if the agency feels the student is appropriate for placement.
7. The Agency Supervisor will then notify the Field Director of their decision to accept or reject the student for placement. The student will be notified of the agency's determination. If the student is accepted for field placement at the agency, the student placement is confirmed. If the student is not accepted at the agency for placement, an alternate field placement agency will be contacted.
8. Students are advised that it is the agency's prerogative to accept or reject a potential student intern. Although most placements are reciprocally beneficial to the University, agency and student, it is the agency supervisor who gives of their time, energy, knowledge and skills to benefit the student and, therefore, must be comfortable with the student they choose for a supervised internship.

Changing Field Assignments

Only under the most extenuating circumstances will a student be allowed to change field assignments once the semester has begun. Reasons such as, "I'm not busy enough," or "I don't like my placement," or "I've changed my mind about working with this population" are not extenuating circumstances. Any request to change agencies must be submitted in writing to the Field Seminar Instructor. They will then discuss the request with the Field Director who will assess the circumstances surrounding the request and determine options available to the student.

The following are examples of typical field placements:

Community Mental Health and Mental Retardation Agencies

Community Counseling Services of Northeastern PA
 Step-by-step, Inc.
 Northeast Counseling Services
 Luzerne County MH/MR

Children's Agencies:

Children and Youth Services of Luzerne, Lackawanna, Wyoming Co.
 Children's Service Center
 Wyoming Valley Children's Association
 Institute for Human Resources

Children's Behavioral Health

Volunteer Agencies:

Family Service Association of Wyoming Valley
Catholic Social Services
Victims Resource Center
Jewish Family Services
Domestic Violence Service Center

Residential Facilities:

Clark Summit State Hospital
Clem-Mar House (male and female facilities)
Clearbrook Manor/Lodge
St. Michael's

Hospitals:

Geisinger
First Hospital Wyoming Valley
Community Medical Center

Aging Services:

Luzerne/Wyoming Counties Bureau of Aging
Highland Manor
Wesley Village
Mercy Center

Special Services:

United Cerebral Palsy
United Rehabilitation Services
The John Heinz Institute for Rehabilitation Medicine
American Red Cross
Wyoming Valley AIDS Council

Selection of Field Placement Sites/Field Supervisors

The relationship between the program and agencies is a cooperative venture wherein responsibility for effectively educating students as entry-level generalist practitioners is equally shared.

Field settings are selected based on:

1. Their commitment to the training of undergraduate social workers.
2. Their ability to provide students with a learning experience that includes early and active intervention in service to clients.
3. Their ability to provide students with a qualified supervisor who is accessible to the student for on-going supervision.

The Agency Field Supervisor should:

1. Have earned an MSW or BSW from a CSWE-accredited program.
2. Have a minimum of two years of post-degree practice experience in the field of social work and be approved by a social service supervisor in the agency.
3. Express interest in supervising the undergraduate social work student.
4. Be willing to attend a field instruction orientation workshop at the University prior to student assignment.
5. Ensure that Program expectations of agency responsibilities are fulfilled.
6. Be able to model self-awareness and be willing to provide the student a minimum of one hour per week one-on-one supervision.
7. Be willing to work cooperatively with the University field liaison in developing appropriate goals and learning experiences that will ensure the development of competent generalist social work practitioners.

Progression of the Field Experience and Range of Tasks

The student is assigned, under supervision, to selected responsibilities for service appropriate to his/her level of knowledge and experience. The experience is progressive in that initially the student gains familiarity with the specific agency as well as with the overall framework of social welfare in the community. Then the student is expected to move deliberately toward increasing direct intervention and assumption of greater levels of professional responsibility. Students should be exposed to as many issues of diversity as possible, including human diversity, e.g., age, physical ability, gender, ethnicity, color, sexual preference, emotional development, and contextual diversity, e.g., rural, urban, socio-economic status, political affiliation, religious affiliation, etc.

In the early weeks of placement, the junior level student should observe specific functions of the agency, develop skill in professional listening, observing, selecting, and reporting pertinent data. He/she should discuss with agency staff philosophy and programs as well as the agency's unique place in the social welfare structure of the community. The student should attend staff meetings, case conferences, board meetings, etc., and may also visit other agencies or programs which are relevant to his/her agency's purposes.

The student should be oriented to all modes of social work practice: The case interview, family or small group interview, the community worker's roles and function. The student is encouraged, where possible, to engage in a field study (research) to enhance his/her appreciation for this area of social work. Finally, the student should be assigned direct service responsibility: direct involvement with individual clients, small groups, or community structures while under careful supervision by a qualified agency staff person.

The senior level social work major should receive the same agency orientation as the junior level student. However, it is expected that senior students will be ready for direct service involvement within two to three weeks of beginning their field placement, unless the agency feels that the student needs additional time to become acclimated to agency rules and functions. Since the senior level student is required to complete a written case assignment, he/she should immediately begin the data

collection, questioning and analyzing necessary for a sound understanding of agency policy, rules, regulations and interaction with the community.

The range of tasks and experiences desirable in field training is broad. It might include work with community leaders, research and analysis of data, budget and financing, administration of programs of services, developing social plans, developing potential leaders in client groups, engaging in conflict situations, working with individuals, working with groups and program evaluation. The University expects undergraduate social work students to have a broad and general learning experience in the field.

Junior Field Work Goals and Activities

Junior field education is the initial field assignment for Social Work majors who have been formally accepted into the Social Work Program. It entails 200 hours of supervised field instruction and a one-hour-per-week integrating seminar (SWK 472). The primary goal of junior field is to provide students an opportunity to learn about the agency as a resource for delivery of service. They will be required to become knowledgeable of agency purpose, administrative functioning, policy, services provided, etc. Mastery of this component of the field assignment will be demonstrated through a written assignment submitted as part of the field seminar requirements. In addition to learning about the Organizational Context of the Agency, it is hoped that all students will be exposed as extensively as possible to the roles and responsibilities of the social service department.

In the early weeks of placement, the junior student should observe specific functions of the agency, develop skill in professional listening, observing, selecting, and reporting pertinent data. As the placement continues, the junior student should (to the extent possible):

- Demonstrate increased knowledge of the people, problems, issues, needs and resources within one's practicing community as evidenced by work with clients.
- To practice adherence to the agency's policies and service delivery system.
- Express social work practice functions within an organizational context.
- Develop critical thinking/reasoning skills necessary for effective social work practice.
- Observe and perform initial intakes.
- Participate in client education and referral activities.
- Arrange for service provision.
- Review and participate in agency record-keeping.
- Meet with the agency supervisor for regular, structured supervision.
- Participate in conferences and staff meetings.
- Visit other agencies and programs which are relevant to the agency's purposes.
- Describe the modes of practice within the agency.
- Participate in research where possible.
- Participate in direct service involvement with individual clients, small groups under the supervision of staff. Demonstrate appropriate responses to practice issues involving diversity, agency/professional ethics, and economic/social justice.

Senior Field Work Goals and Activities

Senior social work field instruction requires 400 hours of supervised instruction in an agency setting accompanied by two one-hour-per-week integrating seminars (SWK 473/474). The seminars are taken sequentially (Fall/Spring) for concurrent students and Fall only for block students.

The senior field experience includes all activities noted in the junior field activities above. The developmental framework for field assignments suggests that students have been exposed to the experiences and, allowing for individual differences, are now ready to move directly into micro-mezzo-macro assignments. They have been introduced to functioning as social workers within an agency environment, to understanding the community within which they practice, and to the impact of social policy on agency/practitioner functioning. They now must be able to: (1) demonstrate application of the problem-solving process and (2) demonstrate professional comportment as beginning social work practitioners. The primary means through which this will be accomplished include Case Assignments, Process Recordings, and, Field Logs. **It is imperative that senior field agencies are able to assign students with supervised direct practice experience with individuals, groups, families or communities so they can fulfill program requirements.**

Values and Skills to be Acquired

Tasks performed by social workers:

1. Organization and effective use of time.
2. Basic skills: interviewing, recording, planning, communication, data collection and analysis, use of supervision, evaluation of progress.
3. Function within boundaries of assigned roles in the agency.

Interventive Skills:

1. How to give help.
2. How to use the self appropriately in a professional role.
3. How to interact effectively with others in a helping relationship
4. How to effectively utilize client strengths.
5. How to apply generalist practice skills in micro, mezzo, and macro settings.

Social Work Values:

1. Observe consistencies and inconsistencies between agency practice and stated textbook values.
2. Seek to discover the relationship between the code of ethics of the profession and worker's behavior.
3. Become aware of the conflict between social work values and community values.
4. Identify one's cultural values and norms and their impact on social service delivery.
5. Assess one's own level of cultural competence
6. Learn to analyze and modify one's own value orientation.

Self-Knowledge:

1. Increase self-awareness in situations which challenge one's own attitudes and beliefs.
2. Analyze effectiveness in relating to people with life experiences and styles very different from one's own.
3. Apply critical thinking skills within the context of social work practice.

Relationship to the Profession:

1. Explore and realize one's own relationship to the social work profession.
2. Discover any specific ability, interest or motivation for training in social work.
3. Make a responsible decision about a career in the profession of social work.

Supervision and Evaluation

Regularly scheduled conferences between agency supervisor and student are an important aspect of the field experience. The student should be an active participant in determining the content and purpose of conferences, assuming increasing responsibility for this by identifying special problems, advancing his/her own ideas, and raising questions. The supervisor should point out matters not perceived by the student and raise provocative questions, help the student identify basic themes in cases, and act as a resource for the student. If the supervisor is not an MSW, the University will assume responsibility for giving a social work focus to the learning experience in the field.

The supervisor evaluates student learning achievements, performance in the agency or organization, and professional strengths and weaknesses, and reports these on an evaluation form provided by the University and co-signed by the student. Supervisors complete mid-term and final evaluation forms with the student, which are also reviewed by the university field faculty and signed off on by all participating parties. See form on p. 36 of this manual. Student evaluation records are retained in a secure area. The evaluations which prove most beneficial to the student, agency and University are those which reflect honestly and specifically those skills which are sufficient and deficient, or superior. The final grade during the junior field placement is based on the supervisor's evaluation and the student's performance in the Field Seminar. Senior field builds on these measures and students begin developing a comprehensive senior portfolio as part of their Senior Integrative Seminar (SWK 490) to measure competence across CSWE EPAS measures. Students in junior and senior field assignments will be introduced to process recording and may be asked perform such recordings at the request of agency supervisors and/or seminar leaders.

Responsibilities of the University, the Agency, and the Student

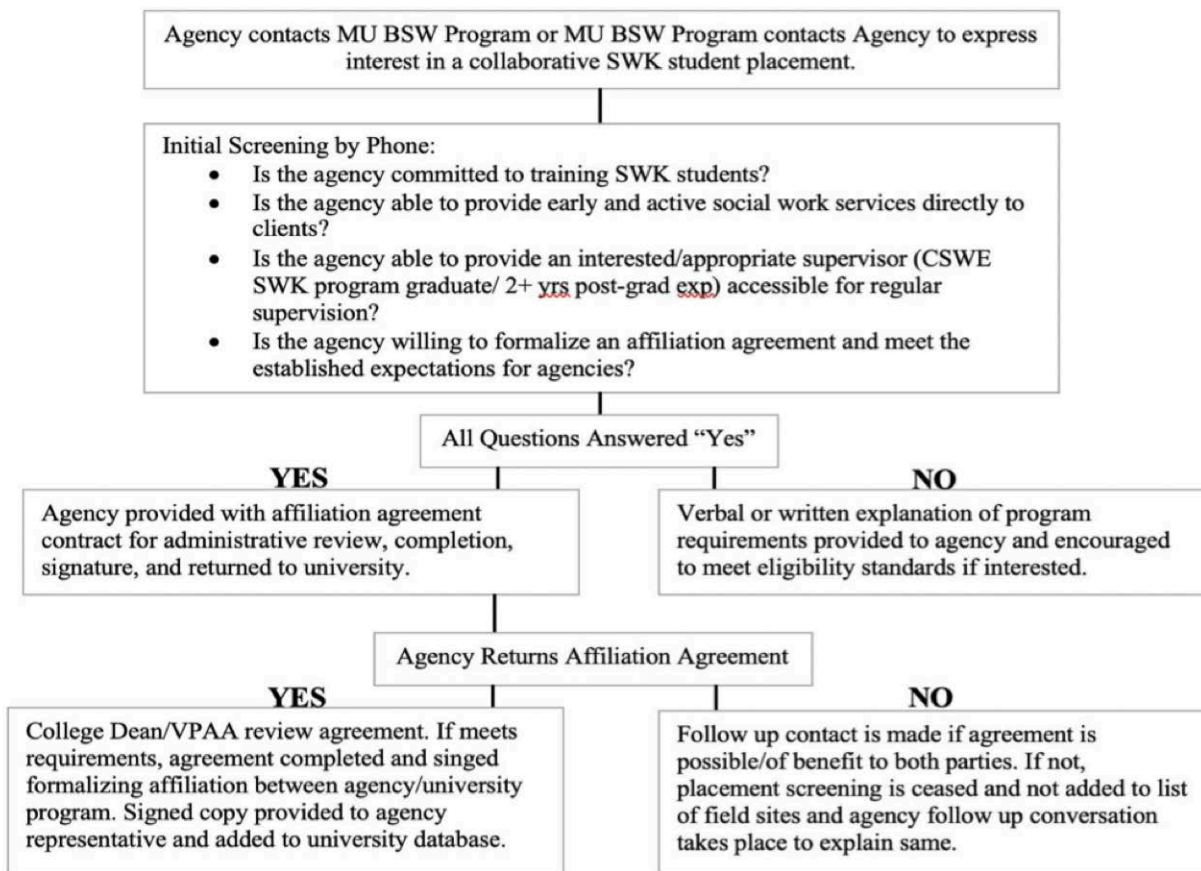
The University recognizes the clients are not “voluntary subjects”, but are persons needing help. Implicit in the college-agency relationship is the knowledge that the agency must retain responsibility for service to its clientele, and that the University must be responsible for the educational program of their students.

The University's responsibilities are as follows:

1. Overall administration of field instruction and selection of agencies for placement, including verification of instructor credentials and experience prior to making student placements. For cases in which a field instructor does not have the required experience, the program assumes responsibility for reinforcing social work perspective by arranging additional offsite supervision.
2. To prepare students through coursework for field instruction experience
3. To conduct regular seminars on campus so that students may integrate coursework theory with their practice.
4. To provide agencies with information about students' academic background, and about the social work curricula.
5. To plan an agency-university meeting and a field supervisor training at least once each year.
6. To arrange for university field staff to visit each agency where students are placed at each semester (either in-person or virtually) and provide support to the student and agency as needed.
7. To arrange an exit field evaluation between student, agency supervisor and college field liaison for the purpose of assessing student progress and assignment of a final grade.

The Agency can contribute to the recruitment of future social workers through offering a program which is professionally sound, through acquainting students with the health and welfare fields, and through increasing student understanding of social service practice. When an agency expresses interest in becoming a field placement site or a student identifies interest in a particular agency placement, field faculty screen the site to make sure the agency can meet the established criteria, provide appropriate supervision, and are willing to execute a formalized affiliation agreement. Once an agency has been screened and meets the requisite criteria, the agency is formally added to the university database of field sites available for student placement.

Algorithm for Approving Field Agencies & Instructors



The Agency's responsibilities are as follows:

1. To provide an orientation for the student to the agency's functions, procedures, and program facilities.
2. To provide regular, structured supervision to the student. Supervision may be given directly to the student by an agency supervisor, or by a caseworker in the agency as long as a person with supervisory status is directing the student's activities. The agency supervisor is an active participant in the student's educational process, and he/she should have practice competence, skill in teaching and supervision, a positive approach to social work education, and the ability to be creative and imaginative with students.

3. To allow the student to participate in conferences and staff meetings.
4. To provide the student with a place to work. This may be an office or a desk, depending on agency facilities. The rationale is that a student should feel that he/she is a part of the agency.
5. To provide the student with activities, including participation with agency clients, which will enhance his/her learning experiences as well as correspond to curriculum content.
6. To provide experiences which will allow students to develop micro-mezzo-macro skills in social work practice.
7. To continually re-assess student needs, degree of knowledge, and ways of learning, and to evaluate the student's field experience at the end of term in cooperation with the University and the student, in terms of performance of assigned roles in the agency, not in terms of the student as a total personality.

The Student's responsibilities are as follows:

1. To conform to the agency's policies and requirements, hours, holidays, etc., and to inform both the agency and the University of absences on field days and to arrange to make up time lost. Program Chair or Field Director MUST be notified immediately of an absence prior to missed time.
2. To be prompt and flexible as to schedule changes, to exhibit good grooming, deportment, and orderly work habits, and to prepare for assignments seriously. Students must maintain regular time logs (confirmed by date/signature of supervisor), field logs detailing progress in knowledge, values, skills, cognitive and affective reactions in consideration of the CSWE EPAS standards, complete all required hours, documentation, and course content.
3. To conduct themselves in a professional manner during the field instruction experience.
4. To maintain confidentiality with all agency affairs, records and case materials.
5. Misericordia University follows the CDC guidelines related to public health concerns. Vaccinations, health screening and drug testing by your program or clinical fieldwork site. Students who choose not to follow the recommendations may not be able to obtain clinical site placement and thus may be unable to complete and graduate from the academic program. See College of Health Sciences & Education "Clinical Education" page for further information.

Field Instruction and Employment

Student assignments and field education supervision are not the same as those of the student's employment and will not be counted toward field hours. The program does not grant credits for previous work or life experience.

Students may complete field instruction at an agency with which they are employed only if approved by the Field Director, the field assignment is in addition to normal workload, and occurs in a different department with a different supervisor other than the students typical work supervisor. The placement must meet all other required field placement requirements. It is not advisable to pursue field placements at a new place of employment, as unexpected changes in employment status could potentially negatively impact a student's ability to successfully complete a work-based field placement.

GENERAL GUIDELINES FOR FIELD

A. DRESS:

Students are to dress in a professional manner for field. This includes coat/tie for men and appropriate dress for professional women. Jeans and other informal dress are inappropriate unless called for by the nature of your activities in the field or represent an acceptable agency norm. Body Piercings and wearing of eyebrow, nose, tongue, etc. rings/piercings will likely be inappropriate for field assignments.

B. ATTENDANCE:

Students are to be present in field all day Monday and Wednesday, if they are in concurrent placements, and four and one-half full days each week if they are in block placements. Block placement students have two (2) hours each week for an on-campus field seminar. Concurrent placement students attend field seminar on a non-field day.

The ONLY DAYS on which students are excused from field assignments during the semester are those days the University observes as holidays or as described in the ABSENCE policy below.

C. ABSENCES:

A student MUST call and inform a field instructor and the faculty field supervisor if they will be absent on any field day. If a student misses two or more field visits, whether he/she calls in or not, this must be reported to the Field Coordinator.

This call should be made NO LATER THAN 30 MINUTES after an agency opens. Your agency policy may require earlier notification.

ILLNESS, FAMILY EMERGENCIES, & UNSAFE DRIVING CONDITIONS are the only valid reasons for absence from field. No student is to ask for time from field to prepare for exams, do papers, etc. Students seeking such absences will receive an "F" grade for field.

Please note the following related to inclement weather and unsafe driving conditions: Students are not required to attend field on days that the university is closed for inclement weather. On days when the university delays the start of classes, cancels classes early or students anticipate that driving conditions are unsafe, they may choose to not attend field or leave field at their own discretion when safety concerns are identified. Students should check in with agency staff, their task and/or field supervisors and monitor the campus alert system and local weather updates to make an informed decision about driving safety. We encourage students to use common sense. We want students to be

safe. Many students travel and some come from significant distances. If students believe road conditions are too dangerous to travel to field then they should not attend on days where attendance is not safe.

If students choose not to go to field due to inclement weather, they must call off to the agency supervisor as per the agency policy and prior arrangements made with their task and/or field supervisors. Students must also notify their course instructor of the absence via email. Students are still responsible to complete all 200 hours for the semester, so it is advised that students account for possible inclement weather and illness when planning out weekly hours. Students may wish to work ahead and bank an extra day or two of hours, especially in the Spring semester in preparation for inclement weather. If you need help planning make up hours, please contact your course instructor and task/field supervisors for assistance

D. PUNCTUALITY:

Students are to be on time for field. They are to call and inform field instructors immediately if they are delayed. All time lost must be made up before a field instructor can recommend a field grade. Excessive tardiness or absences from field are considered unacceptable professional behavior.

E. PROFESSIONAL BEHAVIOR:

Students are representatives of Misericordia University and are professionals in training in a field placement. They are to observe professional courtesy and behavior at all times in an agency with both staff and clients. Any unprofessional behavior can be grounds for a grade of "F" in field, immediate dismissal, and will entail requesting special permission from social work program faculty for an opportunity to possibly repeat a field placement. Ordinarily, this will mean the student cannot complete a BSW.

Students are not to use their cell phone during field placement for personal use. Cell phone usage as necessitated by the field placement is the only acceptable and appropriate use of cell phones. In case of emergencies (personal) during field hours, cell phone usage must be cleared with field supervisors.

F. LEARNING CONTRACT:

Students are to complete a learning contract formalizing the individualized learning plan between themselves and their field instructor at the beginning of the semester as per the appropriate course syllabus.

G. SEMINAR CHANGES:

Completion of all required work as explained by your seminar instructor is mandatory. Failure to complete all required assignments will mean the assignment of an "I" only if the seminar leader permits it. Otherwise, the student will be assigned a failing grade and Seminar must be repeated. Students are expected to check their MU email daily for important field and program communications. Students are responsible for keeping themselves informed in these areas.

H. LIABILITY INSURANCE:

All students must pay for individual liability insurance before being admitted to a field placement. It is included in Misericordia's bill for the semester.

I. CLEARANCE FORMS

Prior to entering the field placement, all students must complete a criminal history check, child abuse history clearance, and a HIPPA training before entering field. Additionally, non-resident students must also complete an FBI clearance. Please be advised that for various legal, accreditation related, and individually established agency policy reasons, agencies may also require additional background checks, testing, immunizations, or other similar pre-requisite documentation prior to acceptance into an internship placement.

Instructions for obtaining clearances required by the program are reviewed with students during the Social Work Intern Mentoring program prior to entering field. Our departmental Administrative Assistant is also available to assist you with questions about ordering clearances and uploading them to MyRecord Tracker, the software the program to monitor clearances.

J. SEXUAL HARASSMENT/STUDENT RIGHTS/STUDENT CONDUCT

Prior to beginning field assignment all students must read and sign an acknowledgment of understanding of Misericordia's Policy Statement against Sexual Harassment and the Social Work Program's delineation of Student Rights and Student Conduct.

K. PLACEMENT CONTRACT

The University does not require a formal contract with placement agencies, but will provide a contract at the agency's request. A Confirmation of Field Assignment form will be signed prior to the student's initial placement (See Appendix H).

L. STUDENTS WITH SPECIAL NEEDS

Consistent with Federal Regulations (section 504 of the Rehabilitation Act of 1973 – PL 93-112) and University administrative policy, any student with a special need shall be given reasonable accommodation to facilitate their learning.

M. TRANSPORTATION

Students must provide their own transportation. When a car is not available, there is public transportation (bus service) from the University.

N. ACKNOWLEDGMENT OF RISK

Students will be required to read and sign an acknowledgment of risks associated with field instruction prior to beginning their agency assignment (see Appendix G).

Forms**Social Work Field Instruction
Letter of Intent**

Please read “Field Instruction Prerequisites” in the Social Work Program Student Handbook before completing this form.

Students will not be allowed in the field until all clearances are on file

I am applying for admission to: (check one)

_____ SWK 371 Junior Field Instruction
_____ SWK 475 Senior Concurrent Field Instruction
_____ SWK 477 Senior Block Field Instruction
for the _____ Spring _____ Fall Semester

Submit this form to the Social Work Field Coordinator by the date listed on the Academic/Field Instruction Calendar.

Signature _____

Misericordia University
Social Work Program
Field Instruction
Student Application and Profile

Planning for field instruction requires an understanding of each student's academic preparation, career plans and goals, work experiences, life experiences and interests/hobbies. This information will assist the field coordinator in determining the feasibility of placement in the varied local social service agencies and will also provide potential field supervisors with some knowledge of individuals prior to their preplacement interview.

Please complete the form below and submit to the Social Work Program Field Coordinator by the date posted each semester on the Social Work Bulletin Board.

Name _____ Age _____

Address _____

_____ Zip _____ Phone _____

Home Address if different from above _____

Which semester of field instruction will you be entering?

Field Instruction I/Junior _____ Field Instruction II/III/IV/Senior _____

Will your Senior placement be concurrent _____ or block _____?

What means of transportation will you use for field placement?

List Social Work courses you have completed (names of courses).

List other related coursework i.e., Social and Behavioral Science courses, e.g., Sociology, Psychology, etc.

List the Social Work courses you will take this semester/year (names of courses).

Expected Date of Graduation

What are your career plans after graduation?

Outline briefly any employment experience you have had.

Outline briefly any paid or volunteer human service experiences you have had.

Describe briefly those influences that have motivated you to pursue a Social Work career, e.g., family, peers, friends, personal issues, etc.

Briefly describe your exposure to diverse and vulnerable populations, e.g., women, gay/lesbian, minority, disabled, etc.

Briefly discuss the type of field setting in which you are most interested and your reasons.

What do you see as your strengths, i.e., what can you offer a potential agency supervisor?

Misericordia University
Social Work Program
Acknowledgment of Risk in the Field Practicum

1. Liability insurance. Students are required to carry professional liability insurance. Every student will be assessed the current University rate for coverage.

An important aspect of professional practice is knowing the limits of your knowledge and skills and avoiding helping situations that are not in your area of competence. Whenever you have a question about the handling of a particular case or whether or not a given intervention is appropriate, consult your field supervisor.

2. Automobile liability insurance. If you will be using your personal vehicle in field, it is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. Check with your field supervisor to find out if the agency provides coverage for you if you use your vehicle to transport clients. Many agencies consider students “volunteers” and this allows them to provide some coverage through policies for volunteers. **Whenever possible, use an agency vehicle to transport clients.**

3. Personal Safety. You may encounter risks to your personal safety during the field practicum when dealing with angry or hostile clients making home visits, or being exposed to clients who have an infectious disease. It is important to learn what you can do to minimize the risks to your personal safety. You need to discuss personal safety issues with your field instructor early in the practicum so you can be informed of agency policies and procedures and any recommended courses of action.

4. TB skin test. The prevalence of TB in society has seen an increase in recent years. If you anticipate a field practicum setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some settings may require this test. You can get this test through the student health clinic.

5. Hepatitis B vaccine. If you anticipate a placement setting where there is the chance of being exposed to blood-borne pathogens, it is recommended that you get this vaccination. This involves a series of three injections over a six month period of time. The second injection is given one month following the first with the third coming five months later.

I have read the above and understand the field practicum does present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations.

Student

Date

Misericordia University
Social Work Program
Confirmation of
Field Assignment

_____ has been accepted to
(Student's Name)

complete his/her Junior _____ Senior _____ BSW field internship

for the Fall _____ Spring _____ semester(s) at

(Agency)

Agency Representative

Date

Field Coordinator

Date

Misericordia University
Social Work Program
Field Instruction & Field Seminar Student Agreement
 for SWK 472/371, SWK 473/475, SWK 474/476

I _____,

Confirm that I have read and agree to follow and be bound by the most current versions of the Misericordia University Handbook, including the Policy Statement against Sexual Harassment, Social Work Department Student Handbook, including Student Rights and Student Conduct, Social Work Department Student Field Manual, CHSE Clinical Policies, and Field Course Syllabi:

Misericordia Student Handbook:

http://www.misericordia.edu/uploaded/documents/futurestudents/communitystandards/STUDENT_HANDBOOK_2017-2018.pdf

College of Health Sciences & Education Clinical Policies

https://www.misericordia.edu/uploaded/documents/academics/collegeofhealthsciences/chse_clinical_policies.pdf

Misericordia Social Work Student Handbook:

<http://www.misericordia.edu/page.cfm?p=819>

Misericordia Social Work Student Field Manual:

<http://www.misericordia.edu/page.cfm?p=814>

Course Syllabus:

Available in your online Blackboard account

I understand that I must complete all the required assignments in the field seminar course to receive a grade of satisfactory. I further understand that my agency field instructor will assign a grade for my mid-term and final evaluations, but that the Field Course Instructor has the final decision concerning my grades for those evaluations based on field site visits, reports from agency personnel, course participation, and written assignments that relate to my field seminar and field practicum.

Student First/LastName: _____

Signature: _____

Date: ____/____/____

Misericordia University
Social Work Field Learning Contract

Student Name: _____

Field Instructor: _____

Task Supervisor (if applicable): _____

Agency Name: _____ **Field Placement: 371 / 475 / 476**

The purpose of the Field Learning Contract is to provide the student and supervisor with an opportunity to plan together the student's learning experience in accordance with the Council on Social Work Education's (CSWE's) Educational Policy & Accreditation Standards (EPAS). These standards promote holistic competence as demonstrated through knowledge, values, skills, and cognitive and affective processes through 9 competencies and 31 practice behaviors.

This contract is flexible, but will provide mutual understanding of expectations for the student throughout the semester(s). The student will discuss the competencies and practice behaviors in developing the contract with their Field Supervisor. During the Senior Field practicum, special attention should be placed on competencies not previously met in the Junior Field Practicum, and those that can only be met through direct practice in the agency field setting.

As students' progress in their understanding of social work methods and processes and agency purpose, policies, and procedures, Field Supervisors are encouraged to help students progressively increase their supervised contact with and provision of direct social work services to clients within the agency field setting appropriate to their knowledge, skills, and abilities. If you need assistance developing agency tasks to satisfy the core competencies and practice behaviors, the Field Director is available to assist you as needed. A midterm and final evaluation will be conducted each semester to assess the student's progress in completing the agency tasks and meeting core social work competencies and practice behaviors. Please review the midterm and final evaluation prior to completing the Field Learning Contract to ensure the agency tasks correspond to how the student will be evaluated (**1 = unsatisfactory, 2 = needs improvement, 3 = acceptable, 4 = above average, 5 = outstanding, and NYC = not yet completed**).

COMPETENCY 1: INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.

Practice Behaviors (Learning Outcomes)	Agency Tasks
1. Make ethical decisions by applying the standards of NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research,	

Practice Behaviors (Learning Outcomes)	Agency Tasks
& additional codes of ethics as appropriate to context; 2. use reflection & self-regulation to manage personal values & manage personal values & maintain professionalism in practice situations; 3. demonstrate professional demeanor in behavior; appearance; and oral, written, & electronic communication; 4. use technology ethically & appropriately to facilitate practice outcomes; and 5. use supervision & consultation to guide professional judgment & behavior	

COMPETENCY 2: INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE.

Practice Behaviors (Learning Outcomes)	Agency Tasks
6. apply and communicate understanding of the importance of diversity & difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 7. present themselves as learners & engage clients & constituencies as experts of their own experiences; and 8. apply self-awareness & self-regulation to manage the influence of personal biases & values in working with diverse clients	

COMPETENCY 3: INTERN ADVANCES HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE.

Practice Behaviors (Learning Outcomes)	Agency Tasks
9. apply their understanding of social, economic, & environmental justice to advocate for human rights at the individual & system levels; and 10. engage in practices that advance social, economic, & environmental justice	

COMPETENCY 4: INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE.

Practice Behaviors (Learning Outcomes)	Agency Tasks
11. use practice experience & theory to inform scientific inquiry & research; 12. apply critical thinking to engage in analysis of quantitative & qualitative research methods & research findings; and 13. use & translate research evidence to inform & improve practice, policy, & service delivery	

COMPETENCY 5: INTERN ENGAGES IN POLICY PRACTICE.

Practice Behaviors (Learning Outcomes)	Agency Tasks
14. identify social policy at the local, state, & federal level that impacts well-being, service delivery, & access to social services; 15. assess how social welfare & economic policies impact the delivery of & access to social services; 16. apply critical thinking to analyze, formulate, & advocate for policies that advance human rights & social, economic, & environmental justice; and	

COMPETENCY 6: INTERN ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Practice Behaviors (Learning Outcomes)	Agency Tasks
17. apply knowledge of human behavior & the social environment, person-in-environment & other multidisciplinary theoretical frameworks to engage with clients& constituencies; and 18. use empathy, reflection & interpersonal skills to effectively engage diverse clients & constituencies.	

COMPETENCY 7: INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Practice Behaviors (Learning Outcomes)	Agency Tasks
<p>19. collect & organize data, & apply critical thinking to interpret information from clients & constituencies;</p> <p>20. apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in the analysis of assessment data from clients & constituencies;</p> <p>21. develop mutually agreed-on intervention goals & objectives based on critical assessment of strengths, needs, & challenges within clients & constituencies; and</p> <p>22. select appropriate intervention strategies based on the assessment, research knowledge, & values & preferences of clients & constituencies.</p>	

COMPETENCY 8: INTERN INTERVENES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Practice Behaviors (Learning Outcomes)	Agency Tasks
<p>23. critically choose & implement interventions to achieve practice goals & enhance capacities of clients & constituencies;</p> <p>24. apply knowledge of human behavior & the social environment & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in interventions with clients & constituencies;</p> <p>25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>26. negotiate, mediate, & advocate with & on behalf of diverse clients & constituencies; and</p> <p>27. facilitate effective transitions & endings that advance mutually agreed-on goals</p>	

COMPETENCY 9: INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Practice Behaviors (Learning Outcomes)	Agency Tasks
28. select & use appropriate methods of evaluation of outcomes; 29. apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in the evaluation of outcomes; 30. critically analyze, monitor, & evaluate intervention & program processes & outcomes; and 31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	

Intern Signature: _____ **Date:** _____

Field Instructor Signature: _____ **Date:** _____

Task Supervisor (if applicable) Signature: _____ **Date:** _____

Field Director Signature: _____ **Date:** _____

SOCIAL WORK FIELD PLACEMENT PERFORMANCE EVALUATION FORM
Social Work 371/ 475/ 476 (Circle One)

Name of Student _____

Field _____

Instructor _____

Task Supervisor (if applicable) _____

Field _____

Liaison _____

Agency _____

Number of Field Practicum Hours Completed to Date: Mid-term _____ Final _____

This evaluation form is for field instructors to provide feedback about Senior Social Work Majors in their field placement. The activities/qualities you are assessing relate to the Social Work Program's required competencies as reflected in the Learning Contract completed at the beginning of the semester. The evaluation should be a mutual process, with the student actively involved and signing this form at the end.

Rating Scale for Evaluation of Field Placement Performance

INSTRUCTIONS: This evaluation instrument is designed to provide input from the field instructor to the student and faculty liaison about the quality of the student's performance in the field practicum. The faculty liaison is responsible for assigning the student's semester grade based on this evaluation and on the student's participation in the field seminar. **The field instructor should review the student's learning contract before initiating the evaluation.** Student performance should be rated based on the established criteria set forth in the Learning Contract. Evaluation of the student for SWK **371/ 475/ 476** should be reflective of the student's level of knowledge and skill.

Instructions to Field Instructor: *Please select only one score for each performance area.*

- 1** = **Unsatisfactory:** The student has not yet developed this skill
- 2** = **Needs Improvement:** The student is beginning to recognize how it might be applied in a practice situation.
- 3** = **Acceptable** - The student demonstrates the skill at the expected level.
- 4** = **Above average** - Higher than average skills are applied fairly consistently.
- 5** = **Outstanding-** The skill is a fully integrated part of the student's practice. Advanced skill level observed.

NYC = Not yet completed (only permissible at the mid-term)

The agency field instructor is required to use the comment section of the evaluation to support and clarify ratings. Student and agency field instructor are expected to prepare the evaluation together, using this opportunity to identify areas of mastery, as well as strategies for continued professional development.

COMPETENCY 1: INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.

<div> <div>Comments</div> <div>Mid-Term:</div> <div>Final:</div> </div>	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Completed	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
Total Score: /55	5	4	3	2	1		5	4	3	2	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 context.											
Use reflection and self-regulations to manage personal values and maintain professionalism in practice situation											
Demonstrates professional demeanor in behavior											
Demonstrates professional demeanor in appearance											
Demonstrates professional demeanor in oral communication											
Demonstrates professional demeanor in written communication											
Demonstrates professional demeanor in electronic communication											
Uses technology to facilitate practice outcome ethically											
Uses technology to facilitate practice outcomes appropriately .											
Use supervision to guide professional judgment and behavior.											
Uses consultation to guide professional judgment and behavior											

COMPETENCY 2: INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE.

Comments	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Completed	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
Mid-Term:											
Final:											
Total Score: /30	5	4	3	2	1		5	4	3	2	1
Student applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level .											
Student applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level .											
Student applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the marco level .											
Students presents themselves as learners and engage clients and constituencies as experts of their own experiences.											
Student applies self-awareness and self-regulation to manage the influence of personal biases in working with diverse clients and constituencies.											
Student applies self-awareness and self-regulation to manage the influence of personal values in working with diverse clients and constituencies.											

**COMPETENCY 3: INTERN ADVANCES HUMAN RIGHTS AND SOCIAL,
ECONOMIC, AND ENVIRONMENTAL JUSTICE**

Comments Mid-Term: Final:	Unsatisfactory	Needs Improvement	Acceptable	Above Average	Outstanding	Not Yet Completed	Unsatisfactory	Needs Improvement	Acceptable	Above Average	Outstanding
	1	2	3	4	5		1	2	3	4	5
Total Score: /45											
<u>Student applies</u> understanding of social justice to advocate for human rights at the: individual level of practice.											
<u>Student applies</u> understanding of social justice to advocate for human rights at the: systems level of practice.											
<u>Student applies</u> understanding of economic justice to advocate for human rights at the: individual level of practice.											
<u>Student applies</u> understanding of economic justice to advocate for human rights at the: system of practice.											
<u>Students applies</u> understanding of environmental justice to advocate for human rights at the: individual level of practice.											
<u>Students applies</u> understanding of environmental justice to advocate for human rights at the: systems level of practice.											
Student engaged in practice that advances: Social justice.											
Student engaged in practice that advances: Economic justice.											
Student engaged in practice that advances: Environmental justice											

**COMPETENCY 4: INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND
RESEARCH-INFORMED PRACTICE.**

Comments Mid-Term: Final:	Unsatisfactory	Needs Improvement	Acceptable	Above Average	Outstanding	Not Yet Completed	Unsatisfactory	Needs Improvement	Acceptable	Above Average	Outstanding
	1	2	3	4	5		1	2	3	4	5
Total Score: /15											
Use practice experience and theory to inform scientific inquiry and research.											
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.											
Use and translate research evidence to inform and improve practice, policy, and service delivery.											

COMPETENCY 5: INTERN ENGAGES IN POLICY PRACTICE.

Comments Mid-Term: Final:	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Completed	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
	5	4	3	2	1		5	4	3	2	1
Total Score: /65											
Student identified social policy as it impacts well-being, service delivery and access to social services at the: Local level											
Student identified social policy as it impacts well-being, service delivery and access to social services at the: State level											
Student identified social policy as it impacts well-being, service delivery and access to social services at the: Federal level											
Student assesses how social welfare policies impact the delivery of and access to social services.											
Student assesses how economic policies impact the delivery and access to social services.											
Student applies critical thinking when analyzing policies that advance: Human rights and social justice											
Student applies critical thinking when analyzing policies that advance: Economic justice											
Student applies critical thinking when analyzing policies that advance: Environmental justice											
Student applies critical thinking when formulating policies that advance: Human rights and social justice											
Students applies critical thinking when formulating policies that advance: Economic justice											
Students will apply critical thinking when formulating policies that advance: Environmental justice.											
Student applies critical thinking when advocating for policies that advance: Human rights and social justice: Economic justice											
Student applies critical thinking when advocating for policies that advance: Human rights and social justice: Environmental justice											

**COMPETENCY 6: INTERN ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS,
ORGANIZATIONS, AND COMMUNITIES.**

Comments Mid-Term: Final:	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Completed	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
	5	4	3	2	1		5	4	3	2	1
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.											
Use empathy to effectively engage diverse clients and constituencies											
Use reflection to effectively engage diverse clients and constituencies											
Use interpersonal skills to effectively engage diverse clients and constituencies											

**COMPETENCY 7: INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS,
ORGANIZATIONS, AND COMMUNITIES.**

Comments Mid-Term: Final:	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Completed	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
	5	4	3	2	1		5	4	3	2	1
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.											
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.											
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths , needs, and challenges within clients and constituencies.											
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of needs, and challenges within clients and constituencies.											
Select appropriate intervention strategies based on the assessment , research knowledge, and values and preferences of clients and constituencies.											
Select appropriate intervention strategies based on the research knowledge , and values and preferences of clients and constituencies.											
Select appropriate intervention strategies based on the values and preferences of clients and constituencies.											

**COMPETENCY 8: INTERN INTERVENES WITH INDIVIDUALS, FAMILIES,
GROUPS, ORGANIZATIONS, AND COMMUNITIES.**

Comments Mid-Term: Final:	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory	Not Yet Completed	Outstanding	Above Average	Acceptable	Needs Improvement	Unsatisfactory
	5	4	3	2	1		5	4	3	2	1
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.											
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.											
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.											
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.											
Facilitate effective transitions and endings that advance mutually agreed-on goals.											

Revised September 2024

MID-TERM EVALUATION

The following parties have participated in this evaluation:

Intern: _____ Date: _____

Field Instructor: _____ Date: _____

Task Supervisor (if applicable): _____ Date: _____

Field Director: _____ Date: _____ **Total Score** /340

FINAL EVALUATION**The following parties have participated in this evaluation:**

Intern: _____ Date: _____

Field Instructor: _____ Date: _____

Task Supervisor (if applicable): _____ Date: _____

Field Director: _____ Date: _____ **Total Score /340**

**Misericordia University
Social Work Department
Agency Evaluation Form**

This form is to be completed by all students upon completion of their junior and senior field assignment.

**Check: [] Junior Field
[] Senior Field**

Orientation:

- | | | | | |
|---|-------|-------|--------------|--------------|
| 1. Did the agency provide an orientation program for students? | _____ | _____ | | |
| | Yes | No | | |
| | | | Rarely ----- | Consistently |
| 2. Were agency policies and procedures explained clearly? | [] | [] | [] | [] |
| 3. Were agency services explained clearly? | [] | [] | [] | [] |
| 4. Were you introduced to other workers in your agency? | [] | [] | [] | [] |
| 5. Did others in the agency know who you were? | [] | [] | [] | [] |
| 6. Were you invited to participate in the formal and informal communication system? | [] | [] | [] | [] |
| 7. Were you provided with a desk and/or adequate space to work? | [] | [] | [] | [] |

Supervision:

- | | | | | |
|---|-----|-----|-----|-----|
| 1. Was there open communication between you and your supervisor? | [] | [] | [] | [] |
| 2. Was your supervisor accessible when you had questions or problems? | [] | [] | [] | [] |
| 3. Were questions you had answered adequately? | [] | [] | [] | [] |
| 4. Was time set aside each week for supervisory sessions? | [] | [] | [] | [] |

- | | | | | |
|---|-----|-----|-----|-----|
| 5. Did you receive constructive feedback on your performance? | [] | [] | [] | [] |
| 6. Were agency procedures such as filing, filling out forms, clearly explained? | [] | [] | [] | [] |
| 7. Did your supervisor indicate an interest in supervision of B.S.W. students? | [] | [] | [] | [] |

Rarely -----Consistently

Learning Activities:

- | | | | | |
|--|-----|-----|-----|-----|
| 1. Was the environment in the agency conducive to a learning experience? | [] | [] | [] | [] |
| 2. Were you given the kinds of activities that lead to learning generalist practice? | [] | [] | [] | [] |
| 3. Were you provided structure and clarity in expectations for assigned tasks and responsibilities? | [] | [] | [] | [] |
| 4. Was current theory utilized and shared in the agency? | [] | [] | [] | [] |
| 5. Did you have a variety of experiences | [] | [] | [] | [] |
| 6. Were you exposed to “best” and/or evidence-based practices? | [] | [] | [] | [] |
| 7. Were you able to function independently with appropriate support and reinforcement in providing service to clients? | [] | [] | [] | [] |
| 8. Did you participate in agency activities such as staffings and consultations? | [] | [] | [] | [] |
| 9. Were you challenged to grow personally and professionally? | [] | [] | [] | [] |

Rarely -----Consistently

Professional Context:

- | | | | | |
|---|-----|-----|-----|-----|
| 1. Were social work values and ethics upheld in the agency? | [] | [] | [] | [] |
| 2. Did workers in the agency function in clearly defined social work roles? | [] | [] | [] | [] |

3. Did you observe supervisors and workers
modeling self-awareness?

☐ ☐ ☐ ☐

Agency _____ Date _____

Weekly Field Log

First/Last Name

Field Log- Week #

Hrs Completed to date:____/200

Experiences/Activities:

Record or list the activities and experiences you have been involved in today.

- Activity 1
- Activity 2
- Activity 3, etc.

Learning Outcomes:

Reflect upon the above and, using the space below, explain those thoughts, ideas, concepts, or questions which have grown out of the activities and experiences you have recorded.

The Field Log should be at least 1 page in length. It should describe the activities listed above that took place this week and then relate what you have learned to the CSWE core competencies and practice behaviors. This is also an opportunity to discuss your individual learning, ethical questions, how you have used supervision, and are developing practice knowledge or insight that you will take with you in your professional social work identity development.

You should reference the specific core competency and practice behavior you are describing in the learning outcomes section.

Misericordia University Social Work Program
Student Field Placement Time Tracking

Student Name:_____ **Supervisor Name:**

_____ **Field Placement**

Site:_____

Field Placement **371** / **475** / **476**

Total Semester Hours to

Date	Activities	Hrs Worked	Supervisor Signature	Date
9-2-14	<i>Orientation, shadowed 2 staff, read manual. Discussed cases/completed weekly supervision with field supervisor.</i>	7.5	Gloria Smith, MSW	9-2-14

Hour Completed To Date:_____ **/200**

**Misericordia University
Social Work Program**

Year Graduating_____

**Student Self-Assessment
Practice Behaviors**

The primary goal of Misericordia University's Social Work Program is to provide graduates with sufficient knowledge, values and skills to effectively function as entry-level generalist social work practitioners. Having now completed the BSW curriculum and your senior portfolio which have enabled you to demonstrate evidence for achievement of the program's ten mandated competencies and forty-one practice behaviors, please assess yourself on your level of competence with each of the following practice behaviors. ***THIS ASSESSMENT WILL BE SUBMITTED AS THE FINAL SECTION OF YOUR SENIOR PORTFOLIO.***

1	2-3	4-5	6-7	8-9	10
No	No	Limited	Competent	Excelling	Exemplary
competence w/o ability to remediate	competence with ability to remediate	Competence			

Assign a number to each of the following practice behaviors using the above scale.

- _____ 1. Make Ethical Decisions by applying the standards of the NASW Code of Ethics, relevant laws
& regulations, models for ethical decision-making, ethical conduct of research, & additional codes of ethics as appropriate to context
- _____ 2. Use reflection & self- regulation to manage personal values & maintain professionalism in practice situations.
- _____ 3. Demonstrate professional demeanor in behavior; appearance; & oral, written, & electronic communications
- _____ 4. Use technology ethically & appropriately to facilitate practice outcomes
- _____ 5. Use supervision & consultation to guide professional judgment & behavior
- _____ 6. Apply & Communicate understanding of the importance of difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- _____ 7. Present themselves as learners & engage clients & constituencies as experts of their own experiences

- _____ 8. Apply self-awareness & self-regulation to manage the influence of personal biases & values in
working with diverse clients & Constituencies
- _____ 9. Apply their understanding of social, economic, & environmental justice to advocate for
human rights at the individual & system levels
- _____ 10. Engage in practices that advance social, economic, & environmental justice
- _____ 11. Use practice experiences & theory to inform scientific inquiry & research
- _____ 12. Apply critical thinking to engage in analysis of quantitative & qualitative research
methods & research findings
- _____ 13. Use & translate research evidence to inform & improve practice, policy, & service
delivery
- _____ 14. Identify social policy at the local, state, & federal level that impacts well-being,
service
delivery, & access to social services.
- _____ 15. Assess how social welfare & economic policies impact the delivery of & access to
social
services
- _____ 16. Apply critical thinking to analyze, formulate, & advocate for policies that advance
human
rights & social, economic, & environmental justice.
- _____ 17. Apply knowledge of human behavior & the social environment, person-in-
environment, &
other multidisciplinary theoretical frameworks to engage with clients &
constituencies
- _____ 18. Use empathy, reflection, & interpersonal skills to effectively engage diverse clients &
constituencies
- _____ 19. Collect & organize data, & apply critical thinking to interpret information from clients
&
constituencies
- _____ 20. Apply knowledge of human behavior & the social environment, person-in-
environment, &
other multidisciplinary theoretical frameworks in the analysis of assessment data from
clients
& constituencies

- _____ 21. Develop mutually agreed-on intervention goals & objectives based on the critical assessment of strengths, needs, & challenges within clients & constituencies
- _____ 22. Select appropriate intervention strategies based on the assessment, research knowledge, & values & preferences of clients & constituencies
- _____ 23. Critically choose & implement interventions to achieve practice goals & enhance capacities of clients & constituencies.
- _____ 24. Apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in interventions with clients & constituencies
- _____ 25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- _____ 26. Negotiate, mediate, & advocate with& on behalf of diverse clients & constituencies
- _____ 27. Facilitate effective transitions & endings that advance mutually agreed-on goals.
- _____ 28. Select & use appropriate methods for evaluation of outcomes
- _____ 29. Apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in the evaluation of outcomes
- _____ 30. Critically analyze, monitor, & evaluate intervention & program process & outcomes
- _____ 31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

COMMENTS _____
