Welcome!

Attending graduate school is a big decision. We are thrilled that you chose the Edinboro University Master of Social Work (MSW) Program. As a department, we are committed to providing engaging, challenging, and relevant educational experiences and to supporting your learning and success.

This handbook provides information about the MSW program, curriculum, degree requirements, field requirements, policies, and procedures. You will also want to familiarize yourself with the general graduate program policies in the Graduate Catalog.

Your academic advisor’s name is included in your program acceptance letter and is posted in SCOTS. We encourage you to contact your Academic Advisor, the MSW Program Director, the MSW Field Internship Coordinator, or the Department Chair as needed for assistance.

We look forward to working with you to achieve your personal and professional goals.

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History, Mission, Goals, and Objectives

History
Edinboro University of Pennsylvania was founded in 1857 and established in 1861 as a State Normal School, the first west of the Allegheny Mountains. It became a Teachers’ College in 1926, a State College in 1960, and was designated a University in 1983. Edinboro University is the largest academic institution in the region, and one of fourteen institutions in the Pennsylvania State System of Higher Education (PASSHE). The Master of Social Work (MSW) Program is in the Department of Social Work which is part of the College of Science and Health Professions and is administered through the School of Graduate Studies. In addition to the MSW Program, the Department of Social Work also has an accredited Bachelor of Social Work (BSW) Program.

Mission
The mission of the Edinboro University MSW Program is to prepare students with professional knowledge, skills, and values for advanced social work practice. Our graduates are equipped to provide services across populations and settings through the integrative lens of trauma-informed care principles and a family centered approach. Our mission is guided by the core values of the profession to create reflective social work practitioners who: empower oppressed and at-risk populations, appreciate the strengths of diversity, enhance communities, work towards social and economic justice, apply a person-in-environment perspective, and commit to lifelong learning.

Goals and Objectives
Through our teaching, research, and service, we strive to:

- Engage in practices that recognize the intersectionality of policy practice, diversity, trauma history, family dynamics, and human rights and social, economic, and environmental justice.
- Demonstrate professional, trauma-informed, family centered, self-reflective, and ethical behavior across all areas of practice.
- Apply and contribute to trauma-informed, family centered, evidence-based research to advance social work practice, policy, and service delivery.
- Engage, assess, intervene, and evaluate clients and constituencies informed by trauma-informed principles and a family centered approach.
- Work with varied and diverse constituencies to:
  - Enhance social functioning,
  - Develop resources,
  - Address the needs of trauma survivors,
  - Formulate and implement policies, services and programs,
  - Enhance social interactions of individuals, families, groups and communities,
  - Further practice knowledge and skills through utilization of research, and
  - Provide leadership toward these ends.
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Communicating with MSW Program Faculty
MSW Program faculty teach, advise, provide consultation to community agencies and organizations, visit field agencies, conduct research, publish, and engage in numerous professional and service activities. This means faculty members are often off campus. However, faculty members have in person or distance office hours and are available at these times and at other times by appointment. Below are some best practices for contacting MSW Program faculty.

- A list of current MSW Program faculty and their contact information is listed above and also on the Department of Social Work webpage under Faculty & Staff.
- Students should use their Edinboro University email address to contact faculty. This is the fastest and most efficient medium for communication between students and faculty. Do not use a personal email address for contact as it may go to spam, get auto deleted, or may be unusable for sensitive content due to FERPA laws. Remember to provide a concise, meaningful email subject and to include your ID (i.e. your @ number) when inquiring about information that requires faculty or staff to access your academic records.
- Students should check their Edinboro email accounts frequently as it is the main means of communication between students and all university departments and personnel.
- All communications from Edinboro University, the MSW Program, the School of Graduate Studies, the Department of Social Work, and faculty, will be addressed to university student email accounts.
- For assistance setting up university email accounts and for email forwarding information, students can call the Help Desk at (814)732-2111 or submit a Tech Ticket via the MyEdinboro portal.

Admissions and Transfer Credit
Prospective students can access application information for the two MSW programs below at Applying for Graduate School.

MSW Programs

- **Regular Two-Year Program**: The Two-Year Regular MSW Program is a full-time, year-round, two-year program requiring the completion of 60 credit hours and concurrent field placements. This program is offered as Fall Start or Spring Start. Fall Start offers both program options: Hybrid (with campus-based courses) and Online (asynchronous with no campus requirement). Spring Start is offered online only.

- **Advanced Standing Program**: The One-Year Advanced Standing MSW Program is offered to students who meet admission criteria and have earned a BSW from a Council on Social Work Education (CSWE) accredited institution within the previous five years. The program is also year-round and requires a concurrent field placement; however, credit hours will vary as explained in each student’s individualized acceptance letter and outlined in the ‘Advanced Standing Admission’ section of this document. This program is offered in both program options: Hybrid (with campus-based courses) and Online (asynchronous with no campus requirement).
What to Expect after Admission
Immediately upon acceptance to the program, students should set up their email accounts and pay their $150 deposit.

Upon admission, MSW students should receive three emails with the following information:
1. Welcome to the MSW program
2. Welcome to Sonia, our internship placement tracking platform
3. How to reset student passwords

If you are a newly admitted students and have not received these three emails, please contact the MSW Field Education Office. To do so, call Natalie Montero, MSW Field Internship Coordinator, at 814-732-1707 or nmontero@edinboro.edu, or Laurie Cracolici, Assistant MSW Internship Coordinator, at 814-732-1343 or lcracolici@edinboro.edu.

Transfer Credit Allowances
Applicants to Edinboro University’s MSW program who have taken graduate courses in an accredited MSW program may request to transfer up to 15 semester hours of course credits. For Advanced Standing transfer credits, see ‘Advanced Standing Admission’ in this document.

*Please note: The MSW Program does not grant credit for life or work experience.

Transferring Graduate Credit
Policies and procedures for transfer of credit are found in the Edinboro University’s Graduate Catalog which notes: “authorization of transfer credits is a privilege and not a right. Transfer credits must be part of a planned program of study.”

Students seeking to transfer credits should:

- Refer to the Transfer of Credit Policy.
- Complete a Transfer of Credit Form.
- Consult with the School of Graduate Studies as needed.
- Be prepared to supply transfer course information which may include one or more of the following: course catalog descriptions, course syllabi, objectives, content, learning activities, theoretical frames of reference, bibliographies, texts, and instructor qualifications.

Advanced Standing Admission

Admission to Advanced Standing
Admission determination for the Advanced Standing MSW Program is made by the School of Graduate Studies in conjunction with MSW Program faculty based on application materials and applicants’ ability to meet all requirements.
Advanced Standing Requirements
Advanced Standing applicants must meet the following additional criteria:

- Have a minimum overall GPA of 3.0.
- Evidence graduation from a CSWE accredited program in the past five years.
- Submit references from their undergraduate field coordinator or faculty field liaison and their field supervisor. These references should speak to one's performance in the social work field and in social work courses.

Advanced Standing Credit Waivers
Waiver of up to 27 Foundation Year course credits may be obtained if the applicant has at least a grade of ‘B’ in any course seeking such. Courses seeking waiver must also demonstrate equivalence to those required in Edinboro University’s MSW Program through course catalog descriptions, course syllabi or other documentation that may be requested. Course waiver decisions are made conjointly between the School of Graduate Studies and MSW Program faculty.

Courses that Qualify for Advanced Standing Waiver
Advanced Standing credit waiver may be sought only for the following nine courses:

- SOWK 600: Human Behavior in the Social Environment I
- SOWK 602: Human Behavior in the Social Environment II
- SOWK 604: Social Policy & Social Policy Practice
- SOWK 608: Social Work Research I
- SOWK 609: Social Work Research II
- SOWK 612: Social Work Practice I
- SOWK 613: Social Work Practice II
- SOWK 622: Field Education Internship I*
- SOWK 623: Field Education Internship II*

Courses That Cannot Be Waived for Advanced Standing
The following eleven courses do not qualify for Advanced Standing credit waiver:

- SOWK 640: Human Diversity
- SOWK 706: Trauma-Informed Policy
- SOWK 717: Social Work Practice with Families I
- SOWK 719: Social Work Practice with Families II
- SOWK 722: Field Education Internship III
- SOWK 723: Field Education Internship IV
- SOWK 743 Addictions Assessment & Treatment for the Individual & Family
- SOWK 742 Psychopathology
- SOWK 744: Administration and Supervision
- SOWK 795: Trauma Theory and Treatment
- SOWK 796: Cognitive Behavioral Treatment
Concentration Year Prerequisites
Students admitted to Advanced Standing must complete SOWK 640: Human Diversity prior to starting concentration-level coursework and Field Education Internship. Additionally, students admitted to Advanced Standing may be required to complete SOWK 602: HBSE II, SOWK 609: Social Work Research II, or other foundation-level courses prior to starting concentration-level coursework and Field Education Internship as determined by undergraduate course and field work and related grades earned. See ‘Plans of Study’ for course sequencing.

Field Course Transfer Requirements
Only students who have been admitted to Advanced Standing will receive a waiver of credit for Field Education Internship experiences completed at the undergraduate BSW degree level. Students must have completed a minimum of 400 clock hours in Field Education Internship with a minimum grade of a B or pass/satisfactory to receive a waiver for SOWK 622: Field Education Internship I or SOWK623: Field Education Internship II. Students must complete a total of 900 clock hours of Field Education Internship (transfer credit included) to complete MSW degree requirements.

Applicants Potentially Affected by COVID-19
The EU Social Work Department will continue to accept transfer credit for field education courses to Advanced Standing applicants who earned a minimum grade of B or pass/satisfactory in equivalent courses, as this grade indicates the minimum number of hours required by CSWE were satisfactorily met. While Edinboro University awards the MSW degree, social work licensure is awarded by the state licensing board of the student’s state of residence. Therefore, all students should continue to be aware of the minimum total number of internship hours for the state(s) in which they expect to seek licensure, as they are responsible for ensuring they complete the required minimum total number of hours and provide any documentation of such hours as required by state licensing boards. CareerOneStop can direct students to correct information for each state by entering ‘Social Work’ in the Keyword box and selecting the state of interest in the Location dropdown.

Registration

Course Registration
Students will get an email from the Registrar’s office each semester letting them know when they will be able to register for classes. It is important to register for courses in a timely manner. Students should follow the ‘Plan of Study’ under which they were accepted to the MSW Program and register for courses as directed there. Registration for all courses except SOWK 623 and 723 is expected to be completed by the student through the MyEdinboro portal by selecting the SCOTS icon and following on-screen prompts. Students will be automatically registered for 623 and 723 as these are the second part of one field experience. Contact the Office of Records and Registration at (814) 732-3501 if you are unable to register for courses in SCOTS. If the concern cannot be resolved by that office, students should contact their Academic Advisor.

Registration PIN
Always use 999999 as the PIN to register for courses throughout the program; this will never change.
**Time to Complete Degree Requirements**

Students must complete MSW Program degree requirements within five years in accordance with policies outlined in Edinboro University’s Graduate Catalog. See ‘Plans of Study’ in Section C: Curriculum for degree completion time frames and sequence of courses.

**Leave of Absence**

Students who are considering a ‘Leave of Absence’ should consult with their Academic Advisor to review this option. If a student decides to pursue a Leave of Absence, they should inform their Academic Advisor, the MSW Program Director, and the School of Graduate Studies. There is no form to complete for a Leave of Absence; we simply ask that you inform us. It is also strongly encouraged that students seeking a Leave of Absence contact the Financial Aid Office and the Office of Records and Registration to become aware of other considerations and consequences of such.

When planning on returning from a Leave of Absence, students should inform their Academic Advisor, the MSW Program Director, and the School of Graduate Studies. At that time, one’s Academic Advisor can assist by creating a Plan of Study for the student to follow for completion of the degree program. Please be aware that students who take a Leave of Absence must complete MSW Program degree requirements within five years according to the policies outlined in the Graduate Catalog.

**Academic Advisement**

**Academic Advisor Assignment**

Students are assigned an Academic Advisor at the time of admission to the MSW Program. Academic Advisors are full-time faculty members of the Department of Social Work. Students are made aware of their Academic Advisor by the School of Graduate Studies in emailed Acceptance Letters which provide advisor name, office location, office telephone number, and university e-mail address.

**Contacting Your Academic Advisor**

Students should contact their Academic Advisor whenever necessary.

- Students do NOT need to meet with Academic Advisors (virtually or otherwise) before registration for the first or any other semester.
- Email is the most efficient way to contact an Academic Advisor and other members of the MSW Program faculty.
- In the event that Academic Advisors do not reply in a timely manner, students should contact Dr. Koehler (Social Work Department Chair), Dr. Carello (MSW Program Director), and Professor Montero (MSW Field Internship Coordinator) for advisement assistance.

**Limitations on Academic Advisement**

Advisement is solely with respect to academic and professional concerns. Academic Advisors may not engage in counseling or therapy related to the personal life of students as this creates the potential for violation of the National Association of Social Workers (NASW) Code of Ethics with respect to dual relationships and maintenance of appropriate professional boundaries. Students who need counseling outside of academic or career advising may request or be offered a referral to campus or relevant community resources.
Academic Advisor Roles
Academic Advisors can assist with program administrative procedures such as responding to concerns identified by other faculty, discussing a Plan of Study, consulting on course selection and scheduling, making appropriate academic referrals, evaluating aptitude and motivation for professional social work practice, assessing performance and acquisition of necessary skills, knowledge, and professional values for social work, and reviewing career goals. Please note:

- Academic Advisors cannot transfer or waive course credits.
- Academic Advisors cannot register students for courses; this is done by students only through SCOTS, the online registration system.

Student Responsibilities
Students are solely responsible for ensuring completion of all degree requirements; students should regularly access and consult their Degree Works Audit through SCOTS to ensure such. Students are also solely responsible for awareness of their state/province requirements for curriculum and field in regard to licensing; please see CareerOneStop which can direct students to correct information for each state by entering ‘Social Work’ in the Keyword box and selecting the state of interest in the Location dropdown.

Academic Advisor/Faculty-Student Relationships
Faculty and students are expected to maintain appropriate professional conduct and boundaries as defined in the NASW Code of Ethics during the time students are enrolled in the MSW Program in both on and off-campus settings.

Grading

Grading
The MSW Program uses the course grading system for Graduate Programs at Edinboro University which is described in detail in the Graduate Catalog. Additionally, all MSW Program course syllabi contain information on course requirements, assignments, and how course grades are calculated based upon this grading scale.

Grade Requirements

- Students must maintain a minimum GPA of 3.00 to remain in good standing in the program.
- A maximum of six credit hours of ‘C’ and ‘C+’ grades will be accepted toward the MSW degree.
- All ‘C-’ grades are unacceptable and will require students to repeat courses in which ‘C-’ grades are earned.
- Only one ‘C’ or ‘C+’ grade will be accepted for Field Education Internship courses (SOWK 622, 623, 722 or 723).

Grade Appeals
The University Policy A057 provides for due process for appealing a final course grade; complete information about this policy can be found in Edinboro University’s Graduate Catalog.
Incomplete Grades
A course grade of ‘Incomplete’ may be issued when student work is interrupted because of poor health or other extenuating circumstances for which the student could not have planned in advance. A grade of Incomplete must be removed within four weeks of the beginning of the following semester. It is the student’s responsibility to see that the work is completed within this period. An Incomplete grade will automatically be changed to an F grade if the work is not completed during this time. If a student has an Incomplete grade in the semester of their graduation, they must complete the work and have the grade assigned by the instructor within two weeks after commencement. This and all possible grade designations can be found in Edinboro University’s Graduate Catalog.

Graduation and Commencement

Graduation
Graduation is the process of completing one’s degree requirements. In order to graduate, students must complete a multi-step process consisting of:

- Applying for graduation via the online Graduation Application located on MyEdinboro in SCOTS.
- Completing all academic requirements for the degree.
- Fulfilling all financial obligations to the University.

This process should be completed respective to the semester one completes degree requirements. The Graduation and Commencement website provides additional information and contacts for questions about graduation.

Commencement
Commencement is the actual ceremony where degrees are conferred. This ceremony is officiated by the President of the University, and it is where students share the excitement and importance of their academic accomplishments with peers, family, and friends. Upon successful completion of the graduation steps outlined above, students completing degree requirements in Summer semesters are invited to attend the December ceremony; students completing degree requirements in Winter semesters are invited to attend the May ceremony. Students will receive a mailed invitation to commencement. The Graduation and Commencement website provides additional information and contacts for questions regarding commencement.

Curriculum

Two-Year Regular MSW Program
The Foundation Year (1st year) Curriculum comprises 30 credit hours and a concurrent field placement with a minimum of 400 hours. The Foundation Year Curriculum focuses on generalist social work practice grounded in the liberal arts and the person-in-environment framework as outlined in CSWE’s Educational Policy and Accreditation Standards (EPAS).

The Concentration Year (2nd Year) Curriculum comprises 30 credit hours and a concurrent field placement with a minimum of 500 hours. The Concentration Year Curriculum expands and advances generalist practice to focus on specialized trauma-informed family centered social work practice. The MSW Program’s Specialized Competencies are listed in Appendix B.
**One-Year Advanced Standing MSW Program**

The Advanced Standing Curriculum comprises all Concentration Year content as described above including 30 credit hours and a concurrent field placement with a minimum of 500 hours. In addition, students are required to take a minimum of 3 credit hours of course work in the summer prior entry into the Fall Concentration Year.

**Human Biology Requirement**

Some newly admitted students may be instructed in emails or other communications from the School of Graduate Studies to take a Human Biology course to meet CSWE accreditation requirements. Please check your admissions materials from the School of Graduate Studies to see if this applies to you. If you are uncertain, please contact the School of Graduate Studies. Students who are expected to meet this requirement are to complete this requirement within the first academic year of the program.

If a Human Biology course is required, once completed, students should send verification of such to the School of Graduate Studies.

The courses listed below have been approved by the University and met this requirement. Students may take other Human Biology courses; however, they should have them approved through the School of Graduate Studies before doing so.

- **Edinboro University: Human Biology for Allied Health Professionals (BIO 210).** This online course is designed specifically for students in our MSW Program. The course is typically offered in a three-week block in each Summer session D (first session). Please see Edinboro University’s **[Graduate Catalog](https://www.edinboro.edu/graduate-catalog)** for course availability.
- **Texas State: Human Biology for Social Workers.** This online self-paced course is designed specifically for social workers; students may be able to purchase used books by contacting those who have already completed this course. Course variation: Human Biology for Social Workers (standard completion certificate); Cost: $200.00 plus textbook; Hours: 15 total hours of self-paced coursework.
- **University at Buffalo School of Social Work:** please see their website for more information.

**Plans of Study**

There are three ‘Plans of Study’ that outline the sequence in which students should register for and complete courses.

- Students should follow the Plan of Study that corresponds to the MSW Program admission type as outlined in their Acceptance Letter.
- Plans of Study are inclusive of both Hybrid (with campus-based courses) and Online (asynchronous with no campus requirement) program options.
- Taking courses in a manner different from what is outlined in the Plan of Study may present difficulties qualifying for student loans. Please contact the **[Financial Aid Office](https://www.canisius.edu/financial-aid)** for assistance.
- Students who are unable to complete the program full-time may follow an individualized part-time Plan of Study. Students who are interested in this option should contact their Academic Advisor to develop an individualized plan.
# FALL START Regular Two-Year Program

## Plan of Study

### Foundation Year 1

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
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</table>
| **Fall** | • SOWK 600: HBSE I  
• SOWK 612 Social Work Practice I  
• SOWK 622: Field Education Internship I |
| **Winter** | • SOWK 640: Human Diversity |
| **Spring** | • SOWK 604: Social Policy & Social Policy Practice  
• SOWK 613: Social Work Practice II  
• SOWK 623: Field Education Internship II |
| **Summer** | • SOWK 602: HBSE II  
• SOWK 608: Social Work Research I  
• SOWK 609: Social Work Research II |

### Concentration Year 2

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
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</table>
| **Fall** | • SOWK 717: Social Work Practice with Families I  
• SOWK 722: Field Education Internship III  
• SOWK 795: Trauma Theory & Treatment |
| **Winter** | • SOWK 743: Addictions Assessment & Treatment |
| **Spring** | • SOWK 719: Social Work Practice with Families II  
• SOWK 723: Field Education Internship IV  
• SOWK 742: Psychopathology |
| **Summer** | • SOWK 706: Trauma-Informed Policy  
• SOWK 744: Social Work Administration  
• SOWK 796: Cognitive-Behavioral Treatment |
## SPRING START Regular Two-Year Program
### Plan of Study

#### Foundation Year 1

<table>
<thead>
<tr>
<th>Spring</th>
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<tbody>
<tr>
<td>• SOWK 600: HBSE I</td>
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<td>• SOWK 612 Social Work Practice I</td>
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<tr>
<td>• SOWK 622: Field Education Internship I</td>
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<td>• SOWK 604: Social Policy &amp; Social Policy Practice</td>
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<td>• SOWK 613: Social Work Practice II</td>
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<tr>
<td>• SOWK 623: Field Education Internship II</td>
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<tr>
<td>• SOWK 602: HBSE II</td>
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<tr>
<td>• SOWK 608: Social Work Research I</td>
<td></td>
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<td>• SOWK 609: Social Work Research II</td>
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<th>Winter</th>
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<tr>
<td>• SOWK 640: Human Diversity</td>
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#### Concentration Year 2

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<td>• SOWK 717: Social Work Practice with Families I</td>
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<th>Summer</th>
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<td>• SOWK 719: Social Work Practice with Families II</td>
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<td>• SOWK 742: Psychopathology</td>
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<td>• SOWK 706: Trauma-Informed Policy</td>
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<td>• SOWK 744: Social Work Administration</td>
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<tr>
<td>• SOWK 796: Cognitive-Behavioral Treatment</td>
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<th>Winter</th>
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<tr>
<td>• SOWK 743: Addictions Assessment &amp; Treatment</td>
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# ADVANCED STANDING One-Year Program

## Plan of Study

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
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<tbody>
<tr>
<td><strong>Summer</strong></td>
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<tr>
<td>• SOWK 640: Human Diversity (Required for ALL incoming Advanced Standing students)</td>
</tr>
<tr>
<td>• SOWK 602: HBSE II (If required as indicted in Acceptance Letter)</td>
</tr>
<tr>
<td>• SOWK 609: Social Work Research II (If required as indicted in Acceptance Letter)</td>
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<tr>
<th>Concentration Year 1</th>
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<td><strong>Winter</strong></td>
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<tr>
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<td><strong>Spring</strong></td>
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<tr>
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<td>• SOWK 744: Social Work Administration</td>
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<td>• SOWK 796: Cognitive-Behavioral Treatment</td>
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MSW Program Policies and Expectations

Common MSW Program Course Policies
These policies are constant across MSW Program curriculum offerings.

• The course instructor is considered the ‘instructor of record’ and is therefore the only individual who can administer students’ final course grades.
• By remaining in a course beyond the drop/add date, students agree that they have read and understood all requirements, policies, and expectations outlined in the syllabus.
• Since this MSW Program is accredited by the CSWE, students are required to complete program evaluations as instructed to comply with CSWE’s Educational Policy and Accreditation Standards.
• In addition to university polices regarding student expectations, the MSW Program Student Professional Standards Policy (see Appendix C) outlines expectations of students specific to the profession of social work. Students are expected to be aware of, and abide by, these policies.

Variable MSW Program Course Policies
These policies vary across course offerings and instructor preferences.

• Students should be aware of a ‘Course Technology Policy’ that may be employed by individual instructors.
• Students should be aware of a ‘Course Policy on Late, Make-Up Work, and Extra Credit’ that may be employed by individual instructors.
• Students should be aware of a ‘Course Policy on Changes to the Syllabus or Course Requirements’ that may be employed by individual instructors.

CSWE Policies
CSWE uses the Educational Policy and Accreditation Standards (EPAS) to accredit BSW and MSW programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

• CSWE’s EPAS requires that students engage in course content that covers a broad range of topics that incorporate student’s personal and professional perceptions and self-awareness throughout. Therefore, content may expand or challenge students’ worldviews. Since material of this nature is required by CSWE accredited MSW Programs, students cannot be exempt from these expectations.
• CSWE requires instructors to have an earned MSW, and two years post MSW practice experience as minimal qualifications to teach social work practice courses.

HIPAA Alert
The Health Insurance Portability and Accountability Act of 1996 (HIPAA) outlines regulations concerning protected health information. It is important that students understand that any case information presented in class (verbal or written) that is taken from professional settings will need to be de-identified. De-identified means is that any information that would allow someone to know or identify
the individual(s) mentioned is changed or eliminated. This includes obvious things like names and birth dates but may also include other information (e.g. presenting problem, diagnosis, age, religion, family composition, race/ethnicity, and gender) that is so unique to the person that it would allow for identification. Should one or more unique characteristics be directly related to the case presentation, they can be included if one is confident that this inclusion will not allow for identification. Confidentiality may be assured by changing other aspects or characteristics.

**Trauma Exposure, Self-Care, and Trauma-Informed Teaching**

Some of the material presented in MSW courses—and some of the ways in which it is presented—may be upsetting or temporarily overwhelming at times. It is well-documented that indirect exposure to trauma narratives may put helping professionals and trainees at risk for developing trauma reactions, particularly those who have a personal trauma history or limited clinical experience. Self-awareness and good self-care go a long way in recognizing and minimizing distress and bouncing back from it. Be sure to do periodic self-checks on how course materials—and the ways in which material is delivered and discussed—are affecting you.

Titrating exposure, limiting exposure before bedtime, and practicing *grounding techniques* if you start feeling overwhelmed can be helpful strategies for minimizing and managing distress. Getting support from friends, colleagues, family, and mental health professionals is also important, especially if you have risk factors that might make you more likely to be triggered by some material or you find yourself becoming distressed. Free campus and community services are listed in the MSW Student Resources section below. And, of course, please speak with your instructor or Academic Advisor if you find you are having difficulties with any aspect of your courses. The MSW program is committed to using trauma-informed teaching and learning principles to cultivate an educational environment that is congruent with social work values, that reduces the risk of retraumatization, and that supports personal and professional resilience and success.

**Course Writing and APA Expectations**

Writing is a major part of the social work profession. See ‘Edinboro University’s Help Seeking Resources below to locate writing, research, and citation help. Unless otherwise specified, written assignments for coursework should aim to meet the following standards:

- **Structure**: Identifiable purpose or thesis statement, logical organization, and effective transitions within and between paragraphs including subheadings where appropriate.
- **Content**: Relevant, accurate, appropriate information, examples, and evidence to support claims and illustrate ideas.
- **Style**: Appropriate tone, tense, person, level of formality, and sentence structure for audience and purpose.
- **Mechanics**: Appropriate punctuation, grammar, spelling, and use of academic English.
- **Documentation**: When required, all source material should be cited using the most recent version of the American Psychological Association (APA) format. For information about using APA, please log in to MyEdinboro and refer to the library’s APA page. Purdue OWL is also a helpful resource.
• **Paper Format**: Formal academic papers are expected to follow APA paper format: double-spaced, 1-inch margins, 12-point font, title page, references page, header, and page numbers.

• **Source Material**: Students are expected to use timely, accurate, and credible sources. Unless otherwise specified, only academic references will be accepted. In general, encyclopedias (including Wikipedia) and unpublished student-written papers found online are unacceptable. For questions or concerns, please consult your instructor or the Writing Center.

**Avoiding Plagiarism**

It is permissible to use the work, ideas, or writing of others, but it is necessary to indicate that you have done so and to give credit to the author(s); otherwise, it may be considered plagiarism. Remember that direct quotes belong in quotation marks and require both in-text and full citations. Also remember that paraphrased information must be cited unless the information is common knowledge. For questions about citing sources and avoiding plagiarism, consult resources listed previously or your instructor. For additional information, see Edinboro University’s [Academic Integrity Policy](#).

**MSW Standards of Professional Conduct**

The Social Work Department takes seriously its responsibility to the standards of the profession, to students, and to clients whom students are being educated to serve. Standards and criteria for academic and professional performance are based on the [NASW Code of Ethics](#) and policies of Edinboro University of Pennsylvania. The MSW Program has adopted Standards of Student Conduct for performance in both field and classroom (see Appendix C). Indicators of concern are subsumed under each criterion. The intent of these standards is to assist students in understanding and adhering to professional standards of conduct and to the values and ethics of the social work profession.

MSW students will be asked to certify they have read and understand the Professional Standards and that they believe to the best of their knowledge that they meet each of these standards either with or without reasonable accommodations. If a student believes they have a disability, they are expected to contact the Office for Accessibility Services to determine what accommodations are available to them. Students who are unable to meet and maintain these standards may be dismissed from the program.

**MSW Student Decision Making and Professional Development**

**Student Decision-Making**

Student input and involvement in decision-making is important. MSW Students are encouraged to participate formally and informally in program evaluation and in the formation and modification of policies affecting academic and student affairs. There are also numerous opportunities to participate in the university and MSW program beyond the curriculum. The following are some ways to engage in student decision making that are commonly of interest to MSW students.

- **SWAGS**: [Social Work Association of Graduate Students (SWAGS)](#) is a student association recognized by the University’s Graduate Student Council (GSC). This organization is operated through the [SWAGS Facebook page](#) and is therefore accessible to Hybrid students (who have campus based courses) and Online students. The mission of SWAGS is to: 1. Develop within its members an appreciation of the diversity of issues, perspectives, values, and beliefs within
contemporary society and our profession; 2). Foster strong professional ethics in accordance with the National Association of Social Workers (NASW); and 3). Demonstrate commitment to the discipline and cultural competence through service, continuing education, and the advancement of the profession. While active participation is encouraged, membership does not have GPA, QPA, credit hour, or service hour requirements. SWAGS has bylaws, elects officers, and provides opportunities for social interaction, community, and professional service. It appoints representatives to participate in the following: Department of Social Work Faculty Meeting, MSW Program Meeting, Grade Appeal Committee, and Student Standards Committee. **Become a member of SWAGS!** Any questions about SWAGS can be directed to the group’s Co-Faculty Advisors: Dr. Christine Rine or Dr. Molly Wolf.

- **Graduate Student Council:** The [Graduate Student Council](#) serves as a student council to graduate studies. Of specific concern are issues related to responsiveness of graduate programming to student needs, policies and practices in the presentation of graduate education. Membership consists of one student representative of each graduate program nominated for a term of office not to exceed two years. In the Department of Social Work, the Graduate Social Work Association nominates the student representative, who is then appointed by the Director of the MSW Program.

- **Phi Alpha Honor Society:** The purpose of the Phi Alpha Honor Society – Kappa Epsilon Chapter is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Phi Alpha offers membership to social work students, faculty, and practitioners. Students from BSW and MSW programs who are accredited by the CSWE or accepted into candidacy status are eligible for membership. The [Phi Alpha Honor Society](#) website provides more information and individual membership requirements.

- **Campus Life:** The mission of [Campus Life](#) is to provide an environment for students that encourages involvement, supports leadership development, and empowers students in campus-wide decision making. Through co/extra-curricular programs and services, they assist students in achieving academic, social, cultural, emotional, and physical well-being.

- **Student Clubs and Organizations:** For students who want to get involved in activities within their major outside the classroom, engage in community service, play a favorite sport, or just make new friends, Edinboro University has more than 140 [Student Clubs & Organizations](#) from which to choose.

**Student Professional Development**

MSW Students are encouraged to participate professional development opportunities to advance their career goals, community engagement, and commitment to the profession. Many professional development opportunities are afforded within the MSW Program and the university due to connections fostered by student affiliation with various agencies and groups. The following are some ways to engage in professional development that are commonly of interest to MSW students.
The Center for Career Development provides career development coaching, programs, and resources to help students make confident choices. Their staff offers individual appointments, classroom seminars, workshops and programs to provide students with empowering information.

Leadership Edinboro (LE), a chapter of the National Society for Leadership and Success, can help you rise to all of the challenges of life. LE encourages personal growth and strives to provide quality leadership training for our student population. LE will conduct leadership sessions and provide additional resources to assist students in developing leadership skills through hands-on training, seminars, webinars, teleconferences and external resources, such as the team kit and the Universal Challenge Course. Students of Leadership Edinboro are informed and engaged and make a positive difference in the community.

Community Service Opportunities through Edinboro University are available. EU knows the importance of giving back: how rewarding it can be for those doing the service and the difference it can make in the lives of those who benefit from it. We strive to instill those same values in our students by offering several community service opportunities, including campus and community clean-ups, Random Acts of Kindness (RAKE), and more.

Campus Recreation offers a break from studying, and opportunity to take advantage of the many fun and healthy experiences EU offers on and off campus. It’s a great way to practice professional self-care.

CareerOneStop can direct students to correct information for each state by entering ‘Social Work’ in the Keyword box and selecting the state of interest in the Location dropdown. While Edinboro University awards the MSW degree, social work licensure is awarded by the state licensing board of the student’s state of residence.

*Please note: The Social Work Association of Graduate Students (SWAGS) and the Phi Alpha Honor Society Kappa Epsilon Chapter have a role in both student decision making and professional development opportunities.

**MSW Student Resources**
An important way that helping professionals model their professional values is by seeking help when needed. Students are expected to seek assistance in assuring their personal and professional wellbeing and academic success as they deem necessary. Below is a list of resources that may be useful.

Technology Help
The Technology Help Center provides assistance to students in meeting their technology needs.

Student Support Services
Links to additional resources are available through the Student Support and Resource page.
Academic Support

- **Library Help**: see Jack Widner, Senior Reference Librarian and Social Work librarian liaison, for assistance with identification and access to academic resources. He can be reached M-F 8AM–4PM EST (Except Tuesdays 11-7pm) at 814-732-2175 or widner@edinboro.edu or Twitter @socworkwid. Chat is available during those times and sometimes late evenings, too.

- **APA Help**: Visit the Social Work Resources page for APA, citation information, and more! The Purdue Online Writing Lab (OWL) APA Introduction is also a helpful resource.

- **Writing Help**: The Campus Writing Center provides students with help during all phases of the writing process.

- **Academic Support Services**: The Academic Success Center is located on the 2nd floor of the Baron-Forness Library and is open Monday-Friday from 8 a.m. - 12 p.m. and 1 - 4:30 pm EST.

- **Tutoring**: Smarthinking is a 24/7 online supplemental tutoring service available via D2L. Students can receive assistance 7 days a week in various subjects. This supplemental online tutoring service is available to all students through their D2L accounts. Through Smarthinking students can:
  - Drop-in with a tutor and interact in real time.
  - Use the Smarthinking Writing Center for any class to receive feedback on essays, paragraphs, and more.
  - Send an offline question and receive a reply from a tutor.
  - Use scheduled tutoring to set-up a session at least 48 hours in advance to interact in real time.

Crisis and Counseling Services

- **Counseling**: Counseling and Psychological Services (CAPS) provides referral services for students in any locality.

- **Community Services**: Call 211 to get referrals for local community services or visit the 211 website for more info.

- **Crisis**: The National Hope Line provides free 24/7 confidential crisis support in the US: call or text 1-877-235-4525. The Crisis Text Line provides free 24/7 crisis support in the US: text HOME to 741741.

Financial Aid Information

For questions and concerns about finances, tuition, and fees contact the Financial Aid Office.

Students may want to contact the Financial Aid Office to get information about how Winter and Summer courses are managed in relation to financial aid/loan options.

Below is some specific information from the Financial Aid Office:

- For Financial Aid considerations, an academic year consists of fall, spring, summer, and winter semesters. Please be aware that taking courses in a manner different from what is outlined in the MSW Program Plans of Study may present difficulties qualifying for student loans. Please contact the Financial Aid Office for assistance with determining this possibility.
• Graduate students taking graduate level courses may receive up to $20,282 annually in the Direct Unsubsidized Stafford Loan Program. Additionally, students may need to apply for Grad Plus loans to cover annual tuition costs.

• Most students will use their Stafford loans during the 9-month period (Fall and Spring). However, students will want to be mindful of their financial aid to allow for funding for 12 months if planning on enrolling during the Summer or Winter terms. Students who receive student loans should consider their need to budget ‘refunds’ to cover payment for courses in Winter and Summer semesters; there are no separate loan disbursements for these semesters. Most graduate students qualify for loans with refunds over $5,000 for both Fall and Spring semesters; this refund money can be saved to pay for Winter and Summer semesters. Fall refunds can be applied to Winter tuition payments and Spring refunds can be applied to Summer tuition payments. Please budget accordingly to ensure your ability to complete this program.

• Students will have an option to apply for Graduate Plus loan or private loans if other funding has been exhausted.

Edinboro University Policies and Procedures

The Edinboro University Policies & Procedures website provides complete information for all institutional policies. Additional university resources can be found in Edinboro University's Graduate Catalog.

Coronavirus Information
Edinboro University’s Emergency Response Team, in cooperation with federal, state and local health organizations, continues to monitor the spread of coronavirus disease 2019 (COVID-19). The Coronavirus (COVID-19) web page serves as the University’s information center for COVID-19-related communications.

Emergency Preparedness
Information about the university’s emergency preparedness can be found on the Ready Edinboro page.

Attendance
As adult learners and members of the professional social work community, we learn from engaging interactively with our colleagues around issues of mutual concern and interest. Therefore, active and timely participation is expected in all traditional and online courses. In online courses, attendance refers to observable course participation on the course website. Edinboro University’s Attendance Policy can be found on the Common Course Policies page along with additional university public policies.

FERPA
Edinboro University policy complies with the Pennsylvania “Right to Know Law of 1957” and the federal “Family Education Rights and Privacy Act of 1974” concerning the rights of students to confidentiality and privacy of their records. Mainly, what this means in terms of this class is that the instructor will not
return papers or assignments to anyone but the author in person, via university sanctioned electronic means (university email address or through secure course website), or in a stamped self-addressed envelope that is provided to the instructor by the author. Edinboro University’s FERPA Policy provides more information.

**Students with Disabilities**

Edinboro University of Pennsylvania offers services to meet the accommodation needs of students with many types of disabilities. The Office for Students with Disabilities (OSD) provides services to students based upon documentation of a disability and a request for accommodations based on this disability. Please refer to Edinboro University Policy A008: Reasonable Accommodations for Students with Disabilities. This policy is in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Accessibility information about Desire2Learn (D2L), our Learning Management System (LMS) can be found on the D2L Accessibility Standards Compliance page.

**Academic Integrity**

It is expected that all submitted coursework is the student’s original work, generated for the express purpose of completing the requirements of each course. All student work submitted in courses may be screened for originality using Turnitin plagiarism detection software. This software checks submissions for text matches, Web content, books including classic works of literature, and newspapers, magazines and scholarly journals. A Turnitin Student User Manual and a Turnitin Instructor User Manual provides additional information about how to use and understand this software and the reports it generates. Students are expected to be familiar with this software. Students should also be aware that academic dishonesty is not tolerated and familiarize themselves with the following definitions:

**Cheating.** Behaviors including, but not limited to, use of unauthorized notes or reference materials during examinations; copying answers from another student’s paper during an examination; the unauthorized possession of academic materials, including exams; the unauthorized exchange of course assessment materials, including exams; the unauthorized exchange of information or collaboration regarding tests, or other course assignments; aiding another to engage in cheating; or all other acts of academic dishonesty that any member of this academic community would reasonably understand to be a breach of this academic integrity statement will be considered cheating and an act of academic dishonesty.

**Plagiarism.** Plagiarism may be defined as the act of taking the ideas or expression of ideas of another person and representing them as one’s own. This includes, but is not limited to, using ideas or passages from a work without properly attributing the source, paraphrasing the work of another without giving proper credit, or the sale, purchase, or exchange of papers or research. It is the student’s responsibility to know what plagiarism is and to properly cite the work of others. If a student is in doubt, it is their responsibility to resolve any ambiguity prior to submitting the work. Plagiarism is nothing less than an act of theft, and, as such, is subject to University disciplinary action.

Potential sanctions associated with academic dishonesty may be found in the University’s Student Code of Conduct and Judicial Procedures.
Complaint Procedures
The Office of Social Equity leads and coordinates institutional efforts re discrimination, sexual misconduct, victim resources, Title IX reporting requirements, student disability accommodations, academic integrity, class attendance, course policies, Ombudsperson services, and other areas in which students may have a complaint. Students should contact this office as needed for concerns such as those listed.

Title IX Reporting
Edinboro University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University’s Title IX Coordinator. The only exceptions to the faculty member’s reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is provided by the Office of Social Equity located in Reeder Hall, Third Floor, 219 Meadville Street, Edinboro, PA 16444, 814-732-2167.

Student Research and Publication
When an MSW Program student plans to engage in research with other student(s) and/ or faculty member(s) a formal proposal is required. Before beginning the project, a proposal must be signed by all parties involved and submitted to Edinboro University’s Institutional Review Board for approval. Proposal content and subsequent research and publication should follow guidelines put forth by the Institutional Review Board.

Frequently Asked Questions

When will the course schedule be available?
Course schedules are usually available two weeks prior to the beginning of registration for an upcoming semester. The semester Class Schedule is available on the Edinboro website beginning in mid-March for Fall semester and Summer sessions and in mid-October for Spring semester and Winter session. The class schedule for the Summer sessions is generally available in February.

When can I register for classes?
Students will get an email from the Registrar’s office each semester letting them know when they will be able to register for classes.

How do I register for classes?
Register via SCOTS on the MyEdinboro Portal. Always use 999999 as your PIN.
Why can’t I register for 623/723?
Students are automatically registered for 623/723.

Why can’t I register for Winter session courses?
Be sure you are trying to register for the correct year. Remember that Winter semesters are named for the year in which they end.

Can I substitute a course?
It depends on when you matriculated into the program. As of the 2018 Catalog Year, we do not offer elective courses and therefore cannot offer course substitutions for those who enrolled during or after Fall 2018. If you entered the program prior to Fall 2018 you can substitute a course. There is a form to fill out that you can get from the School of Graduate Studies to apply to do so.

Can my advisor or the MSW Director override a course for me?
No. However, if you need to request an override for any reason, you should contact your advisor to explain the circumstances. If your advisor supports the override, they will contact the Program Director who will follow up with other university personnel who can initiate an override. When overrides have been made, students are still responsible for registering for the course via SCOTS.

What do I need to do to graduate?
There are numerous steps which are outlined on the Graduation Process web page.

When will I receive my diploma?
Students must apply for graduation in order for this process to start. Graduates will receive a diploma cover at the Commencement ceremony. Actual diplomas will be mailed to graduates after degrees are conferred, approximately four weeks after grades are posted. Please note that students must have all financial obligations to EU satisfied before their diploma will be released. Those who were required to take human biology must also have provided evidence of completion to the graduate school before their diploma will be released.

Where do I send the certificate that shows I have completed my Human Biology requirement?
Email this documentation to the School of Graduate Studies: gradstudies@edinboro.edu

When can I take the licensure exam, and what do I need to take it?
For questions about MSW licensing, use the CareerOneStop License Finder website which will help you locate correct information for your state. To use the site, enter ‘Social Work’ in the Keyword box and select the state you are inquiring about in the ‘Location’ dropdown menu. Information about the oversight body responsible for licensing in the state you selected will be displayed. All questions regarding licensing should be directed to that oversight body.
Purpose of MSW Field Education

Statement of Purpose
The MSW Program at Edinboro University embraces the purpose and values of the social work profession in all aspects of its curriculum whether in our Hybrid or Online program option. We are committed to prepare students for competent generalist and trauma-informed and family-centered practice across settings for work with diverse individuals, families, groups, organizations, and communities.

Field Education— the Signature Pedagogy
Field education is an integral component of Edinboro University’s MSW curriculum and is considered to be the signature pedagogy of social work education by the Council for Social Work Education (CSWE). It engages the student in supervised social work practice and provides opportunities to apply and integrate classroom learning in the field setting. According to the CSWE (2015) Educational Policy and Accreditation Standards:

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. (p. 12)

Sonia Electronic Tracking System

Edinboro University’s MSW Program utilizes a web-based internship tracking system called Sonia. This system allows all students, Field Instructors, Faculty Field Liaisons, the MSW Field Internship Coordinator, and related personnel to access shared information electronically. Other specifics about Sonia tasks are clarified in the sections that follow.

Sonia Passwords
a) Students receive a welcome email with instructions on accessing the Sonia system. Students’ Edinboro email addresses are used as their username, and they are prompted to create an individual password when they first log in. The MSW Field Internship Coordinator can reset passwords but does not have access to the passwords students have created.

b) Field Instructors will also receive a welcome email with their identified username which is typically their field site email address; they will also be prompted to reset their password. The MSW Field Internship Coordinator can reset passwords but does not have access to the password a Field Instructor has created.
Sonia Overview

a) In the Sonia site, students are ‘allocated’ to a field site, Field Instructor, and Faculty Field Liaison; these tasks are the responsibility of MSW Field Education Office personnel.
b) The Student Learning Contract, Timesheets, and other field documents are then ‘attached’ to the student for the Field Instructor and Faculty Field Liaison to view. See Section F: The Learning Contract, Student Evaluation, & Field Assessment for more information.
c) The Student Sonia User Guide, located in Sonia, provides students with complete instructions for using the Sonia Electronic Tracking System.
d) The Field Instructor Sonia User Guide, located in Sonia, provides Field Instructors with complete instructions for using the Sonia Electronic Tracking System.

Structure and Expectations of MSW Field Education

Two-Year MSW Program (both Fall and Spring start)
The Edinboro University MSW Program requires a minimum of 900 hours of field education for those in the two-year program. This requirement is completed over four semesters with 2 field placements (one in the Foundation Year and one in the Concentration year) and a 3-credit Field Education Internship course for each of these semesters (SOWK 622; SOWK 623; SOWK 722; and SOWK 723). Field education is completed concurrently with MSW coursework. See ‘Foundation Year (1st year) MSW Field Education’ and ‘Concentration Year (2nd year) MSW Field Education’ respectively for more information.

One-Year Advanced Standing MSW Program
For those in the Advanced Standing Program, a minimum of 500 hours of field education is required. This requirement is completed over two semesters with 1 two-semester field placement (in the Concentration year) and a 3-credit Field Education Internship course for each of these semesters (SOWK 722 and SOWK 723). Field education is completed concurrently with MSW coursework. See ‘Concentration Year (2nd year) MSW Field Education’ respectively for more information.

Foundation Year (1st year) MSW Field Education
Generalist Practice Focus

a) Students will spend approximately 18 hours per week in at least two days per week for two semesters in one Foundation Year field placement site for a minimum of 150 hours and 250 hours respectively in consecutive semesters for a minimum total of 400 hours.
b) The Foundation Year field education placement begins with 4 weeks of the Field Education Internship course (SOWK 622) facilitated by a Faculty Field Liaison to prepare students to enter the on-site internship, which begins in the 4th week of the semester and Field Education Internship course. This delay in beginning the on-site component of field education is designed to prepare the student for entry into a field site-based setting and maximize this learning experience.
c) After the first 4 weeks, the Faculty Field Liaison will continue to instruct and facilitate the Field Education Internship course once the on-site component has begun and continues concurrently
with the field education placement through the entire placement experience to include both SOWK 622: Field Education Internship I and SOWK 623: Field Education Internship II.

d) SOWK 623: Field Education Internship II requires a minimum of 250 hours of practice in a field site setting in the second semester of their Foundation Year field education internship.

e) In addition to the Faculty Field Liaison, a field site-based Field Instructor will provide a minimum of 1 hour per week of supervision and field instruction for the student; this minimum of 1 hour is to take place at a specified time and in its entirety. In other words, catching your supervisor for a five-minute conversation several times throughout the week is not adequate; this time should be a formal supervision session.

f) This design provides a structured learning opportunity for students to compare generalist practice experiences, integrate placement and course content, and expand knowledge beyond the scope of the placement setting.

**Concentration Year (2nd year) MSW Field Education**

**Trauma-Informed and Family-Centered Specialized Practice Focus**

a) Students will spend approximately 18 hours per week in at least two days per week for two semesters in one Concentration Year field education site for a minimum of 250 hours in each consecutive semester for a minimum total of 500 hours for both semesters.

b) The Faculty Field Liaison will instruct and facilitate Field Education Internship courses concurrent with field education placement through the entire placement experience to include both SOWK 722: Field Education Internship III and SOWK 723: Field Education Internship IV.

c) In addition to the Faculty Field Liaison, a field site-based Field Instructor will provide a minimum of 1 hour per week of supervision and field instruction for the student.

d) This design provides a structured learning opportunity for students to compare trauma-informed and family centered practice experiences, integrate placement and course content, and expand knowledge beyond the scope of the placement setting.

e) The Concentration Year field education builds upon the generalist framework of the Foundation Year and incorporates specialized course and field content to broaden and deepen students’ ability for trauma-informed family centered social work practice.

**Student Expectations for BOTH Foundation & Concentration Years of Field Education**

a) All students enrolled in a Field Education course section (SOWK 622; SOWK 623; SOWK 722; SOWK 723) must have submitted field site for approval in Sonia.

b) All students are responsible for locating potential Field Education placement sites.

c) All students are required to be in the same Field Education placement field site for two semesters while enrolled in a Field Education courses (SOWK 622 & 623 OR SOWK 722 & 723).

d) All students are required to obtain professional liability insurance and provide proof of such.

e) All students are required to communicate any changes (such as Field Instructor) or any field site concerns to both their Faculty Field Liaison and the MSW Field Internship Coordinator.

f) Students are NOT permitted to change placements during their two-semester field placement experience. IF there are extenuating circumstances, the student must communicate them immediately with their Faculty Field Liaison and the MSW Field Internship Coordinator. A
determination between the student, Faculty Field Liaison, field site, and MSW Field Internship Coordinator will be made in these rare instances.

g) Students must notify both their Faculty Field Liaison and MSW Field Internship Coordinator if there are special accommodations needed to complete field education.

h) Students are responsible for accessing Edinboro University email and the Sonia site to complete all forms, timesheets, assessments, and other documents as required for Field Education or for the MSW Program.

Field Placement Process, Selection Criteria, & Affiliation

The Field Placement Process
Students admitted to the MSW program will be sent two emails, one welcoming them to the program and another with information to access Sonia with specified deadlines for potential placement submissions and other introductory tasks. Students should make sure to access their Edinboro email often as all communication from the Field Education Office will be emailed to that address.

a) Students are required to obtain professional liability insurance coverage for

b) $1,000,000/$3,000,000. Information regarding liability insurance can be located on the MSW Program’s webpage in the MSW Internship Education area. Assurance Services, a company that provides such coverage, requires NASW membership. However, even with NASW membership fees, this is the most cost-effective method for obtaining professional liability insurance.

c) Students must provide documentation of liability insurance within Sonia one month prior to the first week of Field Education courses. If students do not provide this information, they will not be able to begin their field placement as scheduled.

d) Students will need to locate potential field placement sites. Students should identify two potential field placement sites. This information must be placed in Sonia under ‘Agency Submission’. Please note: This submission must be completed in its entirety to be properly submitted. Therefore, before entering this information into Sonia, students should have already:

- Contacted and interviewed with the field site.
- Confirmed that there is an MSW on staff with at least two years of experience post-MSW who is willing to serve as one’s Field Instructor.
- Been offered and accepted the MSW field education internship position.

e) MSW Field Education Office personnel will contact students’ first-choice field education site and review, approve, and finalize the placement. Should students’ first choice not be approved as an appropriate placement site, the second-choice field site will be contacted to locate an appropriate field placement.

f) MSW Field Education Office personnel will notify students and Field Instructors via email once a placement has been approved and finalized.

g) Foundation Year (1st year) students will need to register for SOWK 622: Field Education Internship I prior to the start of their field education internship placement as per their ‘Plan of Study’.

h) Concentration Year (2nd year) and Advanced Standing students will need to register for SOWK 722: Field Education Internship III prior to the start of their field education internship placement as per their ‘Plan of Study’.
MSW Field Placement Process Flowchart

Student begins searching for internship and assesses ability of agency to provide telehealth or other remote activities in the event of emergency

Student unable to find internship

No internship secured by deadline

Defer field

CONTACT FIELD OFFICE TO DISCUSS OPTIONS

Student successfully completes all hours & internship

Student unable to complete required field hours

Student proceeds with internship

Student contacts agency, sets up an interview, and submits information in Sonia under Agency Submission

Agency does not have current Affiliation Agreement in place

Field Office contacts agency to secure an Affiliation Agreement

Affiliation Agreement cannot be finalized (rare but possible)

Affiliation Agreement finalized, documentation verified, internship confirmed, & student allocated in Sonia

Agency has current Affiliation Agreement in place

Field Office confirms agency's ability to host student and provide supervision
**Additional Field Site Selection and Placement Process Information**

- Students are also solely responsible for awareness of their state/province requirements for curriculum and field in re to licensing; please see CareerOneStop which can direct students to correct information for each state by entering ‘Social Work’ in the Keyword box and selecting the state of interest in the Location dropdown.

- If a field site submission, professional resume, and proof of liability insurance are not submitted in the manner required by the indicated deadline date, there is no guarantee that a placement will be located, approved, and finalized for students.

- The Edinboro University MSW Program recognizes that field education represents a partnership among the MSW Program, the field placement site, the Field Instructor, and the student. For this reason, the program uses feedback from all partners to develop and evaluate quality field education sites.

- Field education placement sites are generally selected based on their ability to give a student the opportunity to gain graduate level generalist and specialized social work practice experience as appropriate through qualified professional instruction and supervision.

- For all students completing either the Hybrid or Online program options, students are responsible for locating an appropriate site for field education placement. The MSW Field Internship Coordinator is then responsible for the review and approval of the field education site and Field Instructor.

**Internships Potentially Affected by COVID-19**

Field placements may continue to be affected by the coronavirus pandemic. In order to prioritize student safety and to minimize disruption to field placements, MSW students are encouraged to assess the ability of field agencies to support remote field tasks and supervision in the event they are unable to complete their hours in person. Students will also be permitted to defer field courses to a different semester than what is listed in their original plan of study. The MSW Program is committed to supporting students in successfully completing the program in a timely manner. Contact your Academic Advisor, the MSW Field Coordinator, or the MSW Program Director about options for creating an individualized plan of study.

**Criteria and Policies for Selection of Field Education Sites**

Program policy for the selection of field settings stipulates that placement occur in designated agencies, organizations, institutions, facilities, or entities that provide social work services to, or on behalf of, clients as defined by CSWE inclusive of individuals, families, groups, organizations, and communities. Field education sites are selected among a broad array of public and private social work practice settings including family based agencies, addiction treatment centers, schools, mental health care agencies, medical care and rehabilitation facilities, community mental health centers, psychiatric treatment facilities, immigrant and refugee services, private practice, behavioral health rehabilitation facilities, child welfare agencies, hospitals, correctional facilities, veteran's agencies, forensic and juvenile justice facilities, child guidance clinics, foster care and adoption agencies, nursing homes, hospices, senior centers, inpatient and outpatient services, and in various community practice and policy settings. Required criteria to qualify as a field placement setting is based on the site’s ability to provide opportunities for students to develop and demonstrate CSWE’s social work competencies or specialized competencies developed by the program.
Field Education Site Selection Criteria

a) The site must have or develop an Affiliation Agreement with Edinboro University.
b) The site views participation in the education of Edinboro University MSW students as a worthwhile activity and agrees to support the mission, goals, and objectives of the MSW Program.
c) The site demonstrates competence in providing professional services and offers a climate conducive to graduate learning and professional development.
d) The site offers learning experiences appropriate to graduate level social work field education in generalist or specialized trauma-informed family centered practice.
e) The site is prepared to provide supervision of student assignments by a qualified staff member. A qualified staff member has an MSW and at least two years of post-MSW practice experience who can serve as the student’s Field Instructor.
f) The site permits adequate time for the Field Instructor to implement the student's field placement and provide educationally directed field instruction.
g) The site provides guidance and an educational experience for professional growth with a sufficient number and variety of assignments to develop student knowledge, skills, and values related to CSWE’s social work competencies or specialized competencies developed by the program.
h) The site provides the student with a formal orientation to the site, its programs, policies, and staff.
i) The site provides opportunities for in-service training and access to agency consultants.
j) Alignment between site’s practice framework and theories taught in the classroom can be illustrated and integrated into the field education experience.
k) The site provides an orientation to safety policies and procedures as well as provide ongoing reinforcement of safety in the field.
m) The site has adequate facilities and resources for the student to complete assigned tasks including office space, office supplies, telephone availability, and clerical support for the student to perform assigned duties. Ideally, the site provides a workspace comparable to that provided the staff.
n) The site views the student as both a learner and an active participant in the professional life of the site.

Field Instructor/Task Supervisor Selection Criteria

The Field Instructor carries the primary supervisory responsibility in planning, implementing, and evaluating the student’s field education program. In all cases, and across both program options, Field Instructors have the same roles and responsibilities and must possess the same qualifications. The program’s field education program specifies the credentials and practice experience of its Field Instructors necessary to design field learning opportunities for students to demonstrate program social work competencies through many means.

Field Instructors are required to submit a ‘Field Instructor Credential Form’ and a professional resume indicating their education, credentials, and practice experience. The ‘Field Instructor Credential Form’ indicates that the potential Field Instructor has given Edinboro University’s MSW Field Education Office personnel permission to contact the Human Resources Department of the site to verify requisite credentials, practice experience, and educational history.
Field Instructors are usually employed at the field site; however, in rare situations and to accommodate students learning needs, a Field Instructor external to the site but possessing familiarity with it, may be used and must maintain the same expectations and qualifications expected of this role.

**Field Instructor criteria are as follows:**

- **a)** The Field Instructor has an MSW from a CSWE accredited program.
- **b)** The Field Instructor has a minimum of two years post-MSW practice experience.
- **c)** The Field Instructor has a commitment to the values and ethics of the social work profession.
- **d)** The Field Instructor completes requisite Field Instructor Credential Form and submits a professional resume of vitae; records of such are kept electronically in the Sonia system.
- **e)** The Field Instructor has completed the program’s Field Instructor Training Seminar.
- **f)** The Field Instructor is provided and is expected to be familiar with the ‘MSW Student Handbook and Field Education Manual’.
- **g)** The Field Instructor is provided and is expected to be familiar with the ‘Sonia Guide for MSW Field Instructors’ which is located in Sonia.
- **h)** The Field Instructor demonstrates competence in social work practice.
- **i)** The Field Instructor has the ability and expertise to assess student progress on CSWE generalist practice competencies or the program’s specialized competencies.
- **j)** The Field Instructor has an interest in supporting student education.
- **k)** The Field Instructor can be accessible to the student on a regular basis.
- **l)** The Field Instructor must commit to meet all documentation, supervision, and evaluation requirements of the program.
- **m)** A Task Supervisor may be assigned if the student is not working directly under the Field Instructor, provided the student has access to the Field Instructor for supervision.

**Employment-Based Field Education Site Criteria**

The field education program policies regarding field placements in settings in which the student is also employed are designed to allow the student to gain knowledge, skills, values, and professional growth outside of the scope of their employment experiences. In most cases, students complete their field education in settings where they have no previous volunteer, internship, or work experience; however, the field education program developed the following policies for those who seek to use their place of employment for field education purposes:

- **a)** Students may use settings in which they are employed as a field placement setting if all other field education requirements are met.
- **b)** Students using a place of employment as their field education site must do so in a different capacity, program, or department, and must have a Field Instructor different from their primary supervisor in their employment position.
- **c)** Students using a place of employment as their field education site must complete all placement hours in addition to their regular employment work hours.
- **d)** Students may use a field education site that offers paid internship hours; this can occur at a site in which the student is also employed. However, any paid internship hours must be separate and in addition to their regular employment and must meet all of other requirements of a field placement in a student’s place of employment.
- **e)** Students are required to notify the MSW Field Education Office if they are attempting to utilize a place of employment for field education.
- **f)** Students who are seeking to use place of employment as their field education site will complete an ‘Internship at Place of Employment Application’ submission via Sonia which must be
approved by the MSW Field Internship Coordinator without exception.

h) Field education sites in which students are also employed must assure that student release time for field instruction are provided as needed.

i) All employment-based settings must recognize that field instruction is educationally focused rather than solely centered on agency services.

j) All field placement and Field Instructor standards must be maintained.

k) Employee supervisors will assist the student in completing the ‘Internship at Place of Employment Application’ for submission.

l) An Affiliation Agreement must be in place.

Procedures for Placing and Monitoring Students in Field Education Sites

Program policy for placing and monitoring students is cognizant of the fact that each field education placement is made on an individual basis taking into consideration: the student’s previous experience; future career goals and professional interests; the learning experiences provided by the field setting, the level of student monitoring provided by the field setting, geographic location, stipend requirements, and special needs expressed by students or field sites. Monitoring is rooted in integration between course content and experience gained in the field education setting whereby this individualized process occurs throughout the length of placement and is significantly facilitated by the Field Instructor in conjunction with the Faculty Field Liaison.

Although field education experiences vary by setting specific circumstances, and are in addition to site and Field Instructor criteria, procedures for placing and monitoring students are as follows:

a) All students must enter all required information into Sonia, the web-based field placement system, in order to be placed in a field setting.

b) To ensure continuous monitoring, all students are required to complete Learning Contracts detailing learning goals, participate in Mid Term and Final Evaluations, participate in weekly supervision with their Field Instructor, and use their accompanying Field Education Internship courses to facilitate connections between field experiences and course materials.

c) Students are initially oriented to the field placement process via email upon admission. Email content provides information for accessing Sonia and alerts students to field orientation materials and preliminary field placement tasks.

d) Students can select placement sites from a database of those that have already met selection criteria and have current Affiliation Agreements in place.

e) Students may identify a new potential site requiring that students supply additional setting information in Sonia.

f) Potential graduate field sites are recommended to the MSW Field Internship Coordinator by students, department faculty, advisory board members, and self-referring entities.

g) All students are required to supply information in Sonia for a minimum of two sites based on their learning interests and localities.

h) After identification of at least two field education settings, students are expected to: 1) contact and interview at the prospective site; 2) confirm that there is an MSW on staff with at least two years post-graduate experience who is willing to serve as their Field Instructor; and 3) confirm they have been offered and accepted a field education internship position.

i) Once the student has accepted a field education internship position, they enter their individual field setting information, proof of liability insurance, and a professional resume in Sonia.
j) After students enter required field site information in Sonia, Field Education Internship staff review the submission, ensure the site meets selection criteria, reach out to prospective entities to confirm the student has been offered an internship, and discuss the field placement opportunity and process.

k) Once a site agrees to act as field setting for a particular student, the process of completing a standardized Affiliation Agreement begins if one is not in place for that site. The field education program requires that all field sites sign an Affiliation Agreement with Edinboro University of Pennsylvania without exception.

l) Signed Affiliation Agreements are approved by the Edinboro University’s Purchasing Office and the Pennsylvania State System Higher Education (PASSHE) Legal Counsel. The Purchasing Office ensures that the Affiliation Agreement is signed by all responsible parties.

m) AFFILIATION AGREEMENTS ARE NOT OPTIONAL; THERE MUST BE AN AGREEMENT BETWEEN EDINBORO UNIVERSITY AND THE FIELD SITE FOR STUDENTS TO COMPLETE A FIELD PLACEMENT. THIS CAN BE A LENGTHY PROCESS. STUDENTS SHOULD BE MINDFUL RE FIELD SITE SUBMISSIONS FOR PLACEMENTS.

n) Affiliation Agreements will be renewed every five years unless otherwise determined when ongoing placements occur and no concerns regarding use of the placement site occur.

o) MSW Field Education Office personnel approve the field placement site when all requirements are met.

p) When all field placement requisites are finalized, students are assigned a Faculty Field Liaison for the corresponding first semester of the Field Education Internship course (SOWK 622 or SOWK 722); students are automatically enrolled in their subsequent Field Education Internship course (SOWK 623 or SOWK 723) for the second semester of their placement.

q) Field Education Internship course size is set at nine students to allow Faculty Field Liaisons/Instructor of the Field Education Internship courses to provide the level of monitoring required including: conducting three Field Education Site Meetings throughout the entirety of the placement, facilitating relationships between course content and internship experiences, ensuring learning goals are met as per the Learning Contract, and to act as the first point of contact to address questions and concerns of students and site personnel as needed.

r) Continuous monitoring procedures involve Faculty Field Liaisons, Field Instructors, and students and include: 1) completion and use of Learning Contracts to guide student learning in the field setting, 2) use of Mid Term Field Evaluation to signal student needs or concerns in the field setting, 3) weekly supervision between students and Field Instructor to guide learning goals and connections to course materials, 4) use of accompanying Field Education Internship courses to facilitate connections between field experiences and course materials, 5) use of Faculty Field Liaison to provide ongoing placement oversight, and 6) use of Final Field Evaluation to capture student ability to demonstrate competency as related to generalist or specialized practice.

s) The MSW Student Handbook & Field Education Manual is provided to all field sites for further understanding the MSW Field Education Program.

t) Throughout the academic year, Faculty Field Liaisons evaluate the field site-student experience and any concerns regarding the quality of the experience are reported to the MSW Field Internship Coordinator.

u) The MSW Field Internship Coordinator investigates reported concerns and may a) discontinue using a field site, b) work with a field site to correct deficiencies, or c) find concerns invalid.

v) Prior to reinstatement of a discontinued field site, the above process will be repeated.
Field Education Roles

MSW Field Internship Coordinator
a) Takes responsibility for the overall management of the Social Work Department’s MSW Field Education Program.
b) Recruits and maintains communication with field placement sites.
c) Orients students to the placement process, reviews student field submissions within the Sonia site, and refers students to appropriate field placement agencies as needed.
d) Prepares and provides information and documents needed for field instruction including the MSW Field Education Manual.
e) Provides orientation and training seminars for site Field Instructors and Faculty Field Liaisons.
f) Maintains regular contact with Faculty Field Liaisons to support the field instruction process and participate in the resolution of problems that may occur.
g) Establishes and monitors educational outcomes of the field placement program.
h) Manages and implements the Sonia site.
i) Provides technical assistance for the Sonia site.
j) Reviews and approves all ‘Internship at Place of Employment’ submissions.

Field Instructor
a) Accesses and utilizes the Sonia system to approve timesheets, Learning Contract development, Mid Term and Final Evaluation, and other tasks as needed.
b) Describes and explains the expectations of the student during the placement.
c) Provides the student with a thorough orientation to the field site purpose and structure, policy and procedures, ethical standards, and safety practices.
d) Meets at least weekly with the student for a minimum of 1-hour field supervision; this minimum of 1 hour is to take place at a specified time and in its entirety. In other words, catching your student for a five-minute conversation several times throughout the week is not adequate; this time should be a formal supervision session.
e) Arranges for suitable office space, equipment, and support staff for the student.
f) Introduces the student to field site staff and includes the student in staff meetings and training sessions.
g) Assigns duties and responsibilities that are appropriate to the student’s educational level and that are increasingly difficult, demanding, and challenging.
h) Provides opportunities for the student to apply a broad range of social work knowledge and skills.
i) Collaborates with the student in the development of the student’s Learning Contract.
j) Monitors the student’s work and progress and regularly provides feedback to the student.
k) Evaluates the student’s performance in a fair, respectful, rigorous, and thorough manner using the evaluative criteria established by the social work program.
l) Meets a minimum of three times during field education placement with the student and Faculty Field Liaison to discuss the practicum and the student’s progress.
m) Exemplifies practice consistent with the NASW Code of Ethics.
**Field Site Task Supervisor** (if one is assigned)

a) Provides secondary field instruction and on-site guidance to the student on specific tasks, projects, or assignments as delegated and monitored by the Field Instructor.

b) Works in collaboration with the Field Instructor and student to establish that the student’s learning goals and ensures they are being met.

c) Provides constructive feedback to the student on specific tasks, projects, or assignments.

d) Keeps the Field Instructor informed of the student’s progress on specific tasks, projects, or assignments.

e) Meets a minimum of three times during the practicum with the student and Faculty Field Liaison to discuss the practicum and the student’s progress.

f) Provides input to the evaluation of the student in collaboration with the primary Field Instructor and the student.

g) Meets with primary Field Instructor and student as needed.

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**Field Placement Student**

a) Integrates knowledge, skills, values, and reflective processes learned in the classroom into their field education experience.

b) Develops an identity as a professional social worker through learning and applying social work values and ethics.

c) Access and utilize the Sonia system to track hours, develop the Learning Contract, discuss Mid Term and Final Evaluations, and for other necessary assessments determined by MSW Field Education Office and MSW Program for evaluation purposes.

d) Completes potential field site submissions in Sonia within a minimum of one month prior to the start of the semester.

e) Makes and keeps pre-placement interview appointments and submits agency/organization as potential site in Sonia.

f) Attends the field site on days and times agreed upon at least two days a week, and if unable to attend, notifies the site Field Instructor prior to the start of the workday.

g) Acts in a professional manner by taking responsibility to understand and carry out assignments, meeting all deadlines, and seeking direction or clarification when needed.

h) Initiates the Learning Contract by formulating learning goals and reviewing them with the site Field Instructor within the first month of placement.

i) Completes tasks and assignments in a manner consistent with field site policies and procedures.

j) Completes all placement monitoring and evaluation forms as required by the field site or the MSW Program.

k) Understands that their Field Instructor is the first resource for discussing setting specific concerns related to field education; understands that the Faculty Field Liaison is the second resource for discussing setting specific concerns related the field education.

l) For disagreement, dissatisfaction, or confusion related to the field education processes, that are not field site specific, students are expected to contact their Faculty Field Liaison first and secondarily, the MSW Field Education Office if resolution is not met.

m) Satisfactorily completes the required number of placement hours.

n) Practices in accordance with the [NASW Code of Ethics](https://www.nasw.org/resources/ethics-code).
**Faculty Field Liaison** (Field Education Internship course Instructor)

a) Monitor student progress in field through discussion, consultation and regular communication.

b) Accesses and utilizes the Sonia system to track student hours, approve Learning Contracts, and communicate with Field Instructors regarding the student.

c) Informs the MSW Field Internship Coordinator of significant issues within the placement.

d) Contacts the field student and site Field Instructor or Task Supervisor early in the placement and assists with a plan for the placement which specifies appropriate and challenging learning opportunities during the placement.

e) Monitors the student’s placement experience and assists in evaluating the student’s performance.

f) Is familiar with the ‘MSW Student Handbook and Field Education Manual’ and clarifies the program’s expectations and standards for MSW field students with Field Instructors and other agency/organization personnel.

g) Assists the field student to identify their learning needs, formulate goals, and prepare the field Learning Contract.

h) Facilitates the student’s learning by providing guidance and serving as a source of information. The primary source of this activity is the Field Education Internship course facilitated by the respective Faculty Field Liaison.

i) Meets in a distance real-time manner with the student and site Field Instructor or Task Supervisor at least three times during the placement to discuss the practicum and the student’s progress.

j) Assists the student in integrating social work theory with specific placement experiences.

k) Is available to the Field Instructor or Task Supervisor and student to support the field instruction process and assist in resolving problems that might arise during the placement.

l) Assumes responsibility for arranging and securing the Midterm and Final Evaluations of the student’s performance in field and completes related documentation as per the MSW Field Education Office.

m) Confirms that the student has fulfilled the expectations of an MSW field student and assigns the final grade for the field education course.

n) Makes recommendations for the improvement of the field placement program, Field Instructor or field site.

**Program Support for Field Instructors and Field Settings**

The program’s field education program provides orientation, field instruction training, and continuing dialog with field education settings and Field Instructors through a series of ongoing activities hosted by the MSW Program which are made available to all field settings regardless of their involvement in the Hybrid or Online Program option.

a) Agencies, organizations, institutions, facilities, or entities who wish to serve as settings for field education are required to submit setting information via Sonia that includes points of contact for Field Instructors and Human Resources personnel, locations, scope of services, and learning opportunities available for MSW level internships.

b) Through the Sonia system there is an ability to email all Field Instructors currently working with students. Field Instructors are encouraged to utilize the Faculty Field Liaisons for day-to-day operations, but the MSW Field Internship Coordinator is also available for any concerns or issues if necessary.

c) All new Field Instructors are required to actively participate in a the program’s most current web based ‘Field Instructor Training Seminar’ which provides orientation to: 1) the program and its
policies; 2) points of contact for questions and concerns; 3) course curriculum and requirements; 4) a review of CSWE generalist competencies and the program’s specialized trauma-informed family centered competencies; 5) the roles and tasks of the Field Instructor; 6) the field education processes throughout the placement; 7) learning requirements and development of Learning Contracts specific to generalist or specialized competencies; 8) expectations for student evaluations; 9) expectations of supervision; 10) strategies for students who are struggling in the field; and, 11) supports for Field Instructors.

- The field education program provides Field Instructors with specific specialized competency content that highlights the integration of trauma-informed family centered approaches to practice into the creation and evaluation of learning goals.
- Field Instructors are also provided with the ‘MSW Student Handbook and Field Education Manual’ and the ‘Sonia Guide for MSW Field Instructors’ both of which are referenced in the ‘Field Instructor Training Seminar’ and can be accessed in Sonia.
- In both the Hybrid and Online Program options, all Field Instructors have continual access to field education information and resources through the Sonia system for continued reference. The Sonia system allows for uploading new content that Field Instructors can access for ongoing supervision and education opportunities.

d) In addition to formal field education dialog with Field Instructors, we strive to integrate them into Edinboro University’s MSW program culture by offering other trainings and seminars related to field education and the profession as a whole. Field Instructors will be invited to attend any continuing education program sponsored by the Edinboro University MSW Program for which CEUs will be available.

The Learning Contract, Evaluation, & Assessment

Purpose of the Learning Contract
The Learning Contract is a written agreement between the field student and the site Field Instructor describing the nature and content of the student’s field education experience. This agreement provides a focus for mutual agreement in the development of learning goals and ongoing planning and evaluation of the field education learning experience.

Structure of the Learning Contract
The field placement Learning Contract structures an individualized field education experience for each student in each setting. Students’ individualized Learning Contract goals should be adapted to the unique opportunities for learning in each field education setting. Learning Contracts facilitate an organized but flexible student learning experience incorporating CSWE Competencies in the following manner.

a) The **Foundation Year Learning Contract** (1st Year) focuses on generalist practice.

b) The **Concentration Year Learning Contract** (2nd Year) focuses on specialized trauma-informed family centered practice that expands upon CSWE’s Competencies for generalist practice.

Developing the Learning Contract
The student is expected to initiate the preparation of the Learning Contract within the first few weeks of the field placement. Relevant reference sections for this task can be found throughout this MSW Student Handbook & Field Education Manual.
Please note: Step-by-Step assistance with completing the Learning Contract is within the document itself that is accessed and completed in Sonia. With this information as a point of reference, the student formulates a draft of their learning contract noting the following:

a) Learning goals should be stated in general terms that broadly define the intended learning outcomes. For example: a Foundation Year learning goal might be: “To identify and understand major social policies affecting clients and services in this agency.” Another example is: “To increase awareness and understanding of myself as a professional.”
b) The objectives for the Foundation Year (1st Year) field education placement should focus on generalist social work practice. The objectives for the Concentration Year (2nd Year) placement should focus on trauma-informed family centered social work practice. Both are explained in in various sections of this document and within the Learning Contract in Sonia.
c) After the student completes an initial draft of the Learning Contract in conjunction with their Field Instructor, the Field Instructor then reviews the draft and provides guidance on the selection of goals appropriate to the setting and suggests specific activities, tasks, or experiences that will help the student to achieve each of the learning goals.
d) Next, in conjunction with their Field Instructor, students will establish methods or criteria for evaluating progress toward each goal. This should involve target dates for the completion of tasks, reviewing documentation, or specification of other processes by which the Field Instructor can verify satisfactory completion of each goal.
e) The Faculty Field Liaison is then responsible for reviewing Learning Contract. The Faculty Field Liaison may approve the contract or provide suggestions to the student and Field Instructor regarding modifications.
f) Review and discussion of the Learning Contract by all three parties (student, Field Instructor, and Faculty Field Liaison) occurs during the initial phase of the placement, at the end of the first semester, near the end of the second semester, and whenever Learning Contract changes occur.
g) The Learning Contract is a fluid document as changes and modifications may arise due to new and emerging opportunities students may be presented with in their field education setting. These opportunities should be fully explored; changes and modifications to Learning Contracts are supported to accommodate such.
h) Changes and modifications to the Learning Contract should be documented within Sonia as agreed upon by the Field Instructor, student, and the Faculty Field Liaison.
i) Students and Field Instructors are encouraged to reflect upon the Learning Contract frequently during the field education experience to assure students are fulfilling placement goals.

Using the Learning Contract in Sonia
These instructions refer to the Learning Contract that is located in Sonia which contains these and additional specific instructions for each step of the process; this is only an overview.

a) Uses of the Learning Contract
• This is to be used by Students, Field Instructors, and Faculty Liaisons for different purposes. Actions and responsibilities of each of these parties will be indicated by different color text in the Sonia system.
• The Learning Contract should be developed for the entire placement (i.e. the two semesters the student is in the one field site).
• The Learning Contract has three purposes; it is used as a Learning Contract, a Mid Term Evaluation, and a Final Evaluation. Students, Field Instructors, and Faculty Field Liaisons each have roles and responsibilities in completing these tasks.
b) **Rationale for the Learning Contract**

- The Learning Contract is an agreement between the Student and the Field Instructor that outlines learning goals for both semesters of one’s Foundation or Concentration Year of field education. It will reflect the kinds of learning experiences the student will have in the field site with respect to required Competencies. The Learning Contract is critical to establishing the expectations for the field education experience and is to be created through a collaborative process between the Student and the Field Instructor as the first order of business at the start of the field experience.

- The Learning Contract is separated into sections comprised of Competencies and their related Observable Behaviors that will be assessed according to CSWE [Educational Policy and Accreditation Standards](#).

**Evaluating the Learning Contract in Sonia**

These instructions refer to Mid Term and Final Evaluation using the Learning Contract that is located in [Sonia](#) which contains these and additional specific instructions for each step of the process; this is only an overview.

a) **Mid Term and Final Field Evaluations of the Learning Contract**

- Ratings for Learning Contract goals are given by Field Instructors at Mid Term and at Final Evaluation. The standard by which Students in field sites are rated reflects the Student’s academic status. For example, at Mid Term, a Concentration Year student’s performance should be measured within the context of what might be regarded as competent practice for a beginning level MSW social work practitioner in relation to Concentration Year content.

b) **The Mid Term and Final Field Evaluation Rating Scale**

- The primary goal of the evaluation process is to establish a measure of competence on a scale of 1-5 and an option of NA (or Not yet Achieved) to indicate that the Student has not yet had an opportunity to demonstrate particular Observable Behaviors/learning goals.

- The NA designation is only available as a possible selection at Mid-Term Evaluation as students are expected to have had an opportunity to demonstrate ALL Observable Behaviors/learning goals by the time of Final Evaluation.

- The NA designation is not negative; one should NOT expect that all Learning Activities have been addressed by Mid-Term.

- At Final Evaluation, the Field Instructor offers an overall aggregate performance indicator rating of students’ competency in the field placement setting that consists of: below average, average, and above average. However, the Field Instructor does not assign a grade for the Field Education Internship course, this is the responsibility of the Faculty Field Liaison. See section that follows.

c) **Field Education Internship Course Grading**

- The Faculty Field Liaison considers the all student performance indicators from field and the Field Education Internship course to assign a final grade for the Field Education Internship courses (SOWK 622; SOWK 623; SOWK 722; SOWK 723).

- Field Education Internship course grading criteria is made clear to all parties at the start of the field education internship.

- A student must complete the entire field education internship to receive credit.

- The Faculty Field Liaison will incorporate both Field Education Internship and related course performance in calculating the student’s final grade in the following manner: 30% Field Education Internship course performance and 70% field performance.
Field Site Assessments
The MSW program seeks to continuously improve their field experience and quality of the program to ensure excellence; therefore, we gather information from Students, Field Instructors, and Faculty Field Liaisons in the following manner:

a) Students
- Informal feedback from students is solicited via the Field Education Internship course setting, during Field Education Site Meetings, other liaison contacts, and through verbal feedback provided to the MSW Field Education Office.
- Formal evaluations from students are solicited by the university via the Field Education Internship Course Evaluation Survey and the Student Learning Outcomes Assessment (SLOA).
- The MSW Program solicits formal evaluations from students via explicit and implicit assessments of competencies as per CSWE’s Educational Policy and Accreditation Standards and the Student Evaluation of Field Survey administered by the MSW Field Internship Coordinator.

b) Field Instructors
- Informal feedback from Field Instructors is solicited via verbal feedback to the MSW Field Internship Coordinator and to Faculty Field Liaisons during Field Education Site Meetings and other contacts.
- Formal evaluations from Field Instructors are solicited via The Field Instructor Evaluation of Program Survey administered by the MSW Field Internship Coordinator.

c) Faculty Field Liaisons
- Informal feedback from Faculty Field Liaisons are solicited via verbal feedback to the MSW Field Internship Coordinator.
- Formal evaluations from Faculty Field Liaisons are solicited via The Faculty Field Liaison Survey administered by the MSW Field Internship Coordinator.

Student Safety in the Field

Safety Policy
The field education program recognizes that students cannot be insulated from risk in providing services to individuals, families, groups, organizations, and communities, especially when in crisis. Further, our policies, criteria, and procedures for supporting student safety are also cognizant that students may lack professional experience and skills to assess risk and take appropriate precautions. The field education program’s safety policies are based upon the NASW publication titled ‘Guidelines for Social Worker Safety in the Workplace’ which includes content on: guiding safety principles; rights to report safety concerns, reporting practices, and post incident response; universal safety precautions and prevention; workplace safety guidelines and goals; organizational culture of safety and security; use of safety technologies and mobile phones; safety assessment in the office, for field visits, and in transporting clients; and, safety training and student preparedness.

Safety Procedures
The field education program’s safety procedures are presented in the context of agency specific protocol. Herein, students, Field Instructors, and other agency/organization personnel as appropriate, are required to address safety policies and procedures as a part of the student’s field education orientation that takes place within the first two weeks of placement.
Additionally, each student is required to purchase and provide proof of Professional Liability Insurance coverage to the field education program via Sonia at least one month prior to the start of the field placement.

a) Students are required to read NASW’s publication—‘Guidelines for Social Worker Safety in the Workplace’ prior to starting their field education on site.

b) Faculty Field Liaisons and students are expected to discuss the content of ‘Guidelines for Social Worker Safety in the Workplace’ in the context of their Field Education Internship courses through discussion, assignments, and integration of materials from other curricular courses.

c) Field Instructors, other agency/organization personnel, and students are expected to discuss the content of ‘Guidelines for Social Worker Safety in the Workplace’ within the first two weeks in the field site as part of their orientation process.

d) Field Instructors, other agency/organization personnel, and students are expected to discuss site specific safety and risk management criteria, policies, and procedures within the first two weeks in the field site as part of their orientation process including topics related to: 1) building/office security, 2) emergency procedures, 3) transportation policies and insurance requirements, 4) sexual harassment/discrimination policies and reporting procedures, 5) home/school/community visit safety, 6) crisis intervention protocol, 7) emergency and support contacts, and 8) any other relevant safety policies specific to field settings.

e) Students are expected to bring emergent safety concerns to the attention of their Field Instructor throughout the field education experience.

f) If students feel that safety concerns are not adequately addressed within the context of their field site, they are expected to inform their Faculty Field Liaison and other MSW Program personnel as needed to ensure their individual safety in the field.

g) Field Instructors are expected to contact the Faculty Field Liaison and the MSW Field Internship Coordinator about any safety or human resources incidents or concerns regarding field students.

h) Students, Faculty Field Liaisons, and Field Instructors are expected to work in tandem to ensure student safety in the field setting.

**General Safety Guidelines**

The content that follows are general guidelines suggested by the MSW Program in addition to those outlined in the ‘Guidelines for Social Worker Safety in the Workplace’ and those discusses within individual field education sites.

a) **Field Site Specific Protocol**: It is important for students to know the field site’s protocol for safety and security. Specific steps taken by students or field site personnel will obviously have to be determined by the individual situation, the nature of the setting, etc. However, the field site should be aware of the student’s schedule and whereabouts at all times, especially when the student is working outside of the building.

b) **Security of Belongings**: The field site is responsible for providing students with a secure place to keep belongings while at placement. It is preferable that the space be one that can be locked (e.g., a desk drawer or filing cabinet).
   • Students should not leave cell phones, laptops, backpacks, purses, and other personal articles visible and unattended, even in an office with the door closed.
   • Valuables should not be brought to placement settings. Items of value should not be left in personal vehicles and should not be placed out of view just prior to leaving a vehicle.
c) **Safety Issues Related to Working with Clients:** Social work students work with clients/consumers in a range of settings and situations including work with individuals dealing with trauma and environmental stressors that result in behaviors that are or appear to be threatening. These behaviors may include, but are not limited to, swearing, yelling, insulting, threatening or acting to cause physical harm, and other out-of-control behaviors.

- Some individuals may be prone to violence and may possess a weapon. Others may be intoxicated, affected by drugs, in withdrawal, or may have other medical, psychiatric, or neurological disorders.
- Again, we would like to emphasize that students should always consult with site Field Instructors regarding preparation for, and handling of, specific situations that are potentially difficult or threatening; this may include: medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

d) **Safety for Office Meetings:** When considering the location of an office meeting, it is important to consider what is in the room, whether there is more than one exit, and where each person will sit. When scheduling an appointment, it is helpful to think about whether other people should be near and available at the time of the meeting for help if needed. Also, it is important to have a plan for assistance if a client/consumer becomes agitated. This may include having another staff person in the meeting.

e) **Safety for Travel:** When a student is traveling by car for field education activities, it is advisable to have clear directions and know where they are going.

- In general, it is important to be alert and attentive to one’s surroundings and to lock doors and close windows.
- Valuables should be placed out of sight in one’s vehicle prior to parking at the destination. When traveling by foot or public transportation, it is advisable that students carry as little as possible. Money, license, keys, and other essentials should be carried in a pocket if possible.
- If a bag or briefcase is grabbed, it is best to let go of it.
- It is advisable to dress in comfortable clothes that are loose fitting and to wear sturdy, flat walking shoes.
- It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination.
- One should be aware of people in the immediate area without staring or maintaining eye contact.

f) **Safety for Home Visits:** Prior to making a home visit, the student should discuss any issues related to safety with their Field Instructor.

- On an initial home visit, it is often advisable to go with another worker.
- Most agencies will want to know the location and scheduling of home visits. Some agencies require a confirmation telephone call upon arrival and departure from home visits.
- If the student feels unsafe upon arrival or at any time during the visit, they should not proceed with the meeting. It might be preferable to meet at a neutral location.

Frequently Asked Questions About Field Education

**Do I need to access my Edinboro email?**
YES, this is where all communication from the Field Education Office is found.

**Where do I find my Sonia log in information?**
Your Sonia log in information is sent via email to your Edinboro email account from either mswfieldeducation@gmail.com or nmontero@edinboro.edu.
How do I submit a potential field placement field site in Sonia?
When you log in to Sonia you will see a tab that says ‘Agency Submission.’ Click on that tab, and then the + symbol to add an agency in the top right corner. Enter information as prompted.

How do I contact the Field Education Office?
You can call Natalie Montero, MSW Field Internship Coordinator at 814-732-1707 or email at nmontero@edinboro.edu or Laurie Cracolici, Assistant MSW Internship Coordinator at 814-732-1343 or lcracolici@edinboro.edu. If you call, please leave a voice message with your name and call back number.

Does Edinboro University have a list of agencies with current Affiliation Agreements?
Yes, current Affiliation Agreements can be accessed and downloaded. If you are unable to locate an agency in your area, please contact the Assistant MSW Internship Coordinator at 814-732-1343 or lcracolici@edinboro.edu for the most current list.

Am I required to get clearances?
Clearances differ from state to state and field site to field site. You must complete any requirements your field education placement site is requesting at your own cost. Students should ask the internship field site’s Human Resource Office what they require of interns and then work to complete these requirements prior to the start of internship hours.

Am I required to get student professional liability insurance?
Yes, professional liability insurance is a requirement for ALL students prior to starting field internship hours. Student insurance is required regardless of where you are interning, even if it is your place of employment. A cost-efficient way to obtain liability insurance is to join the social work professional organization—the NASW at Join the NASW. You will then be eligible for discounted professional liability insurance through Assurance Professional Liability Insurance.

Why is it important to locate a field site where I can do my Field Education Internship so far in advance of the semester start date?
Once you have located a field site, the MSW Field Internship Coordinator must determine if they have an Affiliation Agreement with Edinboro University. IF NOT, one must be finalized; in our experience, this may take several months to finalize. If an Affiliation Agreement is not finalized prior to the start of the semester, the start of internship hours will be delayed.

How do I locate a field site at which to do my Field Education Internship?
A simple Google search for “Social Service Agencies in your town” (or towns close enough for you to travel to) will generate a long list of agencies for you to contact.

Do I need to interview at the potential field education site for an internship?
Yes, simply making a phone call or sending your resume is not an accurate means of securing an internship. Most field site websites will list the name and contact information for the person you need to contact to set up the interview.

Why do I need to locate more than one potential field education site?
Many times first-choice field sites do not work out. It is essential to have a backup field site. We do, however, work to set up your internship with your first-choice field site.
Can I do my Field Education Internship at my place of employment?
Yes, you can request to do your internship at your place of employment. Please contact the MSW Field Education Office for more information at 814-732-2016. An ‘Internship at Place of Employment’ submission will need to be completed and then reviewed by the MSW Field Internship Coordinator for approval.

Can I do my internship over Winter break?
It is possible, but this needs to be preapproved by the Field Coordinator, Professor Montero.

What credentials is my site Field Instructor required to have?
All internship Field Instructors MUST have a Master’s degree in Social Work and at least 2 years of post-master’s practice experience. No other degree is accepted. A Field Instructor who has a social work educational background knows the mission of social work, its values and ethics, and will have a different approach when working with clients than someone with a different educational background or degree.

What if the field site does not have an MSW on staff?
You can be supervised at the field site by a ‘Task Supervisor’ on a daily basis but you must have at least one hour of supervision each week with a qualified MSW Field Instructor who has at least two years post MSW practice experience. A minimum of 1 hour of supervision and field instruction is to take place at a specified time and in its entirety. In other words, catching your supervisor for a five-minute conversation several times throughout the week is not adequate; this time should be a formal supervision session.

What credentials is the ‘Task Supervisor’ required to have?
There are no credential requirements for the Task Supervisor. Their degree can be in any field.

How do I know who my Edinboro University Faculty Field Liaison is?
This is the professor/instructor of your SOWK 622/623 or 722/723 Field Education Internship course.

What should I do before I go to the field education site at the start of my internship?
It is helpful if you call a week ahead to introduce yourself to your Field Instructor if you have not personally met with them prior to starting your internship (such as during the pre-placement interview process) and to remind them that you are starting your field education placement on a particular date. This is a good opportunity to confirm some specifics like parking arrangements, specific time they are expecting you, who you should check in with when you first arrive, etc.

What should I wear?
As with your pre-placement interview, it is very important to present yourself as a professional intern and dress in comfortable but professional work clothing. Revealing clothing as well as overly casual dress (e.g. jeans and tee shirts) are not appropriate. In some settings, such as residential, a certain day’s planned activities may dictate what you plan to wear as you become more involved in the field placement. This is a good conversation to have with your Field Instructor at early phases of your internship.

What should I expect in the orientation phase of placement?
Every field site approaches orientation somewhat differently; large sites/agencies/organizations that have many interns may have a very formal, organized orientation, while smaller entities may have a more informal schedule. We encourage all field education sites to plan an orientation for students that includes:
• Introduction to key personnel, support staff, and team/program members.
• Physical orientation to the setting including daily schedules, opening and closing procedures, telephone systems, office management requirements, submitting schedules, emergency policies regarding safety issues, and calling in the event of an unexpected absence, etc.
• Field site orientation to the program mission, key field site policies, and daily procedures.
• Routine schedules including staff meetings, team meetings, consultation, group supervision, or training sessions you will be expected to attend.
• Other field site-specific orientation manuals, materials, and helpful information.

To whom am I responsible for my internship hours and daily schedule?
This is your responsibility to address with your internship Field Instructor. While you are with the field education site, your attendance, scheduled hours, and assigned tasks are the responsibility of the Field Instructor and student. Each field site may have slightly different expectations about opening and closing times, preference for some evening hours, specific policies regarding signing in/out, transporting clients, etc. It is important that you clarify these early in the field education experience. Specific arrangements for days and hours at the field site should be reflected in your Learning Contract. Students are required to submit hours within Sonia under the ‘Placements’ tab; see the Sonia Student Guide for information pertaining to how this is done.

What if I put in extra hours in a week or not enough hours for some reason?
Again, your schedule should be addressed with your Field Instructor. Any changes or unexpected alterations should be addressed in your timesheet on a weekly basis and discussed with your Field Instructor as the field education continues. Both students and Field Instructors should keep a running record of hours as field education continues in order to be sure to complete the internship in a timely manner. It is important to be prepared to be flexible as you get more involved in the life of the field site and to adapt to schedules with a flexible and reasonable attitude.

What if I am not familiar with some of the language, acronyms, or clinical terms being used at meetings or in field settings?
This is perfectly natural as you are entering a field site and system ‘culture.’ It is very appropriate to ask meeting members to explain abbreviations and to ask follow-up questions in supervision. Seize these learning moments!

What if my Field Instructor is not in on certain days?
If your Field Instructor needs to be out of the field site or off-site for a period, you should consult with your Task Supervisor if applicable (if one is assigned, they should be identified in your Learning Contract). If your Field Instructor needs to be away for an extended period, you should discuss this with your Field Instructor and Task Supervisor (if applicable) and inform your Faculty Field Liaison about how to proceed.

What if I am the only professional on-site or expected to cover a shift by myself?
As a student, you are not expected to cover staff shifts by yourself; students are to be ancillary assistants to field site staff and to have on-site supervision always. If you appear to be put in this position, discuss it immediately with your site Field Instructor and Faculty Field Liaison.

What if I am expected to perform responsibilities with which I am uncomfortable?
There are undoubtedly first experiences or new skills which feel uncomfortable and are anxiety
provoking to most students. This is a natural part of the learning process which can be addressed and prepared for in supervision by role playing through ‘what if’ examples of other staff experiences, etc. If you feel you are being expected to perform beyond the accepted graduate student role, inform your Field Instructor and Faculty Field Liaison. These situations might include but are not limited to administering medication to clients, covering dangerous or risky situations alone, transporting clients with violent histories, providing outreach alone in dangerous or unfamiliar environments, etc.

**Do I get paid for mileage for client transport?**
This is at the discretion of the field site. Most agencies do cover staff, student, and volunteer expenses involved in approved transportation and client visitation, especially for children or clients who have few resources. This should be clarified in the orientation phase along with procedures for reimbursement. Typical procedures involve providing receipts for mileage, travel records, and parking receipts. All documentation of this nature should be kept by the student for approval/submission as necessary.

**What holidays do I take and how to I plan for personal days?**
Students take off any holiday the field site extends to other staff or those Edinboro University identifies as a holiday. Personal days are planned days when you need to be away from the field site for unavoidable reasons identified by Edinboro University policy as excused absences. These are requested and approved by your site Field Instructor and the time must be made-up. Students are not expected to be in the field site during times the University is closed. There are opportunities to be in the field when and if the University is closed, but this must be communicated with your Faculty Field Liaison and MSW Field Internship Coordinator as prior approval is necessary.

**What do I do in an emergency with clients?**
Your Field Instructor should orient you to field site protocol in keeping with the mandate and mission of the field site. You should be familiar with field site safety and emergency protocol; it is important to debrief and review the events of an emergency immediately following the event.

**What can I expect in being evaluated for my field education internship performance?**
In Sonia under ‘Forms’, you will find a ‘Learning Contract’ appropriate to your level of study in the program. This is intended to directly assess the competencies, objectives, and means of evaluation you collaboratively articulate in your Learning Contract with your Field Instructor. We encourage students and Field Instructors to collaboratively enter the evaluation process so that students are involved in learning the important practice skill of self-assessment as well as assessment by, and with, the Field Instructor. Once you have submitted a Learning Contract draft, your Field Instructor will approve and then the Faculty Field Liaison will do the same. You have the right to add additional comments to the evaluation. A Field Instructor may recommend a rating based on their perceptions of the student’s performance in the field education setting but it is the Faculty Field Liaison’s responsibility to consider the overall student performance and assign a final grade for the Field Education Internship course. Grading criteria should be clear to all parties at the start of the field education experience. A student must complete the entire placement to receive credit. The Faculty Field Liaison will incorporate both field placement setting performance and Field Education Internship course performance in calculating the student’s final grade in the following manner: 30% Field Education Internship course performance and 70% field placement setting performance.
APPENDIX A: Course Descriptions

SOWK 600 Human Behavior and the Social Environment I (3 credit hours)
This course enhances student understanding of theories applied to the assessment of individuals, families, groups, organizations, and communities. Outcomes of the course include developing student’s ability to: be self-aware of biases, conduct critical analyses of the theories presented, and integrate evidence and support for theoretical models for understanding human behavior and the social environment. Emphasis is placed on the assessment processes of professional social work practice including considerations of diversity, implications of the larger practice context, and the value of an interdisciplinary approach to understanding human behavior. Prerequisites: Majors only.

SOWK 602 Human Behavior and Social Environment II (3 credit hours)
This course builds on the frameworks, theories, and perspectives introduced in SOWK 600 and expands to focus on human behavior and the social environment from the perspective of fundamental human rights and social, economic, and environmental justice. Herein, traditional and alternative paradigms are explored in the context of families, small groups, organizations, and communities. Emphasis is on theories of human need, oppression, human rights, and global interconnections to critically analyze and develop evidenced supported strategies to eliminate structural barriers to equity. Prerequisite: SOWK600.

SOWK 604 Social Policy and Social Policy Practice (3 credit hours)
This course provides a knowledge base for understanding social policy in the US through learning about the governmental system under which it operates at the federal state and local levels. Students also become familiar with the history of social welfare and the profession, the current structures of social welfare policies and factors that influence well-being, service delivery and access to services including economic policies and financing and major services in the US social welfare system. It also prepares students to be effective practitioners in the policy arena, at the micro, mezzo and macro levels with an awareness of historical, social, cultural, economic, environmental and global influences. Students become familiar with the policy background of major service areas including policy formation, analysis, implementation and evaluation. They apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social justice with reference to trauma-informed and family focused practice. Perquisites: This course is open to majors only.

SOWK 608 Social Work Research I (3 credit hours)
This foundation course focuses on the use of quantitative and qualitative research methods for evidence-based practice within professional social work roles. Course content is based on the principles of ethical research protocols, logic, and scientific inquiry. Students will acquire skills needed for building culturally informed practice knowledge and evaluating service delivery across areas of social work through: hypothesis formulation, research design, measurement, sampling, data collection, and analysis. The course emphasizes qualitative designs and the development of interview and focus group protocols for evaluating service delivery. Prerequisites: Majors only.

SOWK 609 Social Work Research II (3 credit hours)
This course engages students in process and outcome evaluation methods integral to ethical and accountable social work practice with diverse individuals, families, groups, organizations, and communities. Students will integrate client system expertise, theory, and professional literature to acquire and apply skills in practice evaluation design, measurement, sampling, data collection, analysis, and the use of findings to advance practice, policy, and service delivery effectiveness. Prerequisites: Major only.
**SOWK 612 Social Work Practice I (3 credit hours)**
This course orients students to the value base of social work and the importance of relationship building emphasizing values, ethical and professional behavior, and engagement with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Course content is rooted in family focused and trauma-informed approaches to engagement, rapport building, theory application, self-reflection, ethical decision-making, and professionalism throughout the helping process. Prerequisites: Major only.

**SOWK 613 Social Work Practice II (3 credit hours)**
This course builds upon the foundation of Social Work Practice I by providing comprehensive instruction in progressive social work practice skills emphasizing implementation of evidence-based practice interventions designed to address the needs of diverse individuals, families, groups, organizations, and communities. This course is grounded in family focused and trauma-informed approaches to interventions, critical evaluation of applied theories, and inter-professional collaboration across areas of social work practice. This course is open to majors only. Prerequisites: SOWK 612.

**SOWK 622 Field Education Internship I (3 credit hours)**
This is among a sequence of courses in which students integrate course content in: family focused and trauma-informed perspectives; ethical and professional behavior; diversity; human rights and social, economic, and environmental justice; research; policy; engagement; assessment; intervention; and, evaluation into professional social work practice settings. Herein, advanced generalist social work practice is emphasized. This structured learning opportunity requires a minimal of 15-20 hours/week of professional instruction and supervision across diverse micro, mezzo, and macro practice settings. Prerequisites: Majors only.

**SOWK 623 Field Education Internship II (3 credit hours)**
This is among a sequence of courses in which students integrate course content in: family focused and trauma-informed perspectives; ethical and professional behavior; diversity; human rights and social, economic, and environmental justice; research; policy; engagement; assessment; intervention; and, evaluation into professional social work practice settings. Herein, advanced generalist social work practice is emphasized. This structured learning opportunity requires a minimal of 15-20 hours/week of professional instruction and supervision across diverse micro, mezzo, and macro practice settings. Prerequisites: SOWK 622.

**SOWK 640 Human Diversity (3 credit hours)**
This course provides students with the understanding of human diversity, utilizing knowledge of human and social environment theory, and information on practice models and strategies that respond to the needs of oppressed population groups and populations-at-risk and promotes economic and social justice. A systems and ecological framework is maintained, allowing for the incorporation of multi-theoretical models and applications. Focus is on multi-level systems interventions, with attention to policy and research consideration. Prerequisites: Majors only

**SOWK 706 Trauma-Informed Policy (3 credit hours)**
This course will examine social policy issues in relationship to Trauma-Informed Care. Policymaking will be examined at the Federal, state, local and organizational level with an emphasis on how to implement family focused and trauma-informed changes to improve client services through legislation, regulation, funding and organizational policy. Prerequisites: This course is open to majors only; all required 600 level courses. Prerequisites: SOWK 623.
SOWK 717 Family Social Work Practice I (3 credit hours)
Family Social Work Practice I (3 credit hours) This course builds upon the foundation of social work principles, theories, and techniques by exploring the dynamics of diverse contemporary families with an emphasis on the application of trauma-informed and family-focused approaches to engagement and professional behavior. Students develop an understanding of the value of supervision and ethical decision making to explore the impact of one’s own vicarious trauma and personal trauma history on their practice. This course emphasizes client engagement through critical examination and application of family constructs that influence individual and family development, family practice theory, and assessment of client trauma histories to facilitate relationships between families, individuals, groups, organizations, and communities. Prerequisites: SOWK 623.

SOWK 719 Family Social Work Practice II (3 credit hours)
Family Social Work Practice II (3 credit hours) This course synthesizes the broad context of family practice learned in Family Practice I into a focused, integrative, intervention framework utilizing a trauma-informed approach to apply various family practice models. Students learn to effectively employ evidenced-based, family focused, and trauma-informed practice interventions with individuals, families, groups, organizations, and communities commonly encountered by social work practitioners. This course uses human behavior theory, a resiliency approach, and the application of specific therapeutic models to understand how trauma history influences interventions and their outcomes. Prerequisites: SOWK 717.

SOWK 722 Field Education Internship III (3 credit hours)
This is among a sequence of courses in which students integrate course content in: family focused and trauma-informed perspectives, ethical and professional behavior, diversity, human rights and social, economic and environmental justice, research, policy, engagement, assessment, intervention, and evaluation into professional social work practice settings. Herein, advanced specialized family focused, trauma-informed social work practice is emphasized. This structured learning opportunity requires a minimum of 250 hours of professional instruction and supervision across diverse micro, mezzo, and macro practice settings; assessment; intervention; and, evaluation into professional social work practice settings. Prerequisites: SOWK623.

SOWK 723 Field Education Internship IV (3 credit hours)
This is among a sequence of courses in which students integrate course content in: family focused and trauma-informed perspectives, ethical and professional behavior, diversity, human rights and social, economic and environmental justice, research, policy, engagement, assessment, intervention, and evaluation into professional social work practice settings. Herein, advanced specialized family focused, trauma-informed social work practice is emphasized. This structured learning opportunity requires a minimum of 250 hours of professional instruction and supervision across diverse micro, mezzo, and macro practice settings assessment; intervention; and, evaluation into professional social work practice settings. Prerequisites: SOWK722.

SOWK 742 Psychopathology (3 credit hours)
This course focuses on assessment with, and on behalf of, diverse clients and constituencies by building upon courses in practice, research, policy, human behavior and the social environment, and trauma theory. Students learn and practice differential assessment skills in the context of mental health policy, ethics, and diversity from a family focused and trauma-informed perspective. Emerging best practices of trauma-informed care in mental health are presented equipping students with a strengths-based, multi-system, collaborative perspective for assessing, diagnosing, and referring clients with mental health concerns into the current mental health system of care. Prerequisites: SOWK623.
**SOWK 743 Addictions Assessment & Treatment for the Individual and Family (3 credit hours)**
This course provides a framework for understanding addiction of individuals, impact on family systems, relationships between trauma and addiction, and recovery options when encountering these issues across fields of practice. Course focus is on the description, etiology, assessment, diagnosis, empirically based and pharmacological treatments, and understanding major categories of substance use. Students will also become familiar with the traumatic impact the addiction of one person has on that individual, family, or friends in order to apply trauma-informed care (TIC) principles and provide recovery options for the family. Unique circumstances related to adolescents suffering from their own addiction, as well as the addiction of another will be addressed. Prerequisites: SOWK623.

**SOWK 744 Social Work Administration (3 credit hours)**
This course will prepare students to develop the skills necessary to manage trauma-informed and family focused human services organizations in an increasingly complex environment of competing values and demands. Topics covered in this course include organizational structure, strategic planning, management of boards of directors in non-profits, personnel management, program development, and clinical supervision techniques. Special attention is given to agency management with reference to human rights, social, economic, environmental and global influences and the development and maintenance of trauma-informed agency culture. Prerequisites: SOWK623 or dual MSW/MBA students.

**SOWK 795 Trauma Theory and Treatment (3 credit hours)**
This course will provide an introduction of theoretical frameworks on trauma throughout the life span. An overview of types of trauma and the impacts of trauma on the individual, family, groups, organizations and communities will be examined. Information on treatment methods and evidence-based practices used to address trauma will be provided. This course offers concentration year students the opportunity to be introduced to an overview of the skills necessary to assess, intervene in, and evaluate situations involving trauma and to evaluate outcomes of these interventions. The role of assessing and intervening in situations involving trauma will be examined from several theoretical perspectives. Prerequisites: SOWK623.

**SOWK 796 Cognitive-Behavioral Treatment: Theory and Intervention (3 credit hours)**
This course emphasizes cognitive-behavioral treatment (CBT) approaches along with trauma-informed care principles that include diagnostic information, practice-informed research and practice based on research findings when employing interventions targeted to individuals, couples, families, and groups. This treatment model is evidence-based and considered by most experts as the treatment of choice for most mental health problems. Furthermore, CBT has a range of applicability to a wide range of problems and age groups including individuals, couples, groups, and families. This course will examine the fundamental principles of cognitive-behavioral treatment and teach the skills required to implement cognitive-behavioral treatment strategies. Concentration year students will have a chance to review the current evidence-based research on the effectiveness of CBT, understand the theoretical underpinnings of the CBT approach, develop the skills needed for effective implementation of the CBT approach, and practice skills and techniques from the CBT model. Students will learn that trauma-informed evidence-based research considers the unique trauma histories of individuals, couples, groups, and families as they build and apply knowledge in the practice of CBT. In addition, students will understand that trauma-informed evidence-based research inquiry in the use of CBT and trauma-informed care principles are compatible and that they must consider the intersection of culture and ethics along with trauma history. Prerequisites: SOWK623. Edinboro University MSW Program Specialized Competencies
APPENDIX B: Specialized Competencies

Specialized Competency 1: Demonstrate Ethical and Professional Behavior
Social work practitioners recognize the importance of family focused trauma-informed care (TIC) principles in upholding the value base of the profession, its ethical standards, and relevant laws and regulations across all levels of practice. Social workers apply family focused TIC principles through ethical decision making within practice, research, and policy arenas while demonstrating an awareness of their own personal trauma experiences that may impact their reactions, professional judgements, and behaviors when working with families and other populations. Social workers utilize supervision as a method of reflective practice and ongoing learning to manage their own personal trauma histories and vicarious trauma to ensure ethical and professional behavior.

1.1 Demonstrate awareness of the impact of vicarious trauma on one’s own practice with families and other populations.
1.2 Utilize supervision to recognize the impact of one’s personal trauma history to promote professional responses in working with diverse families and other populations.

Specialized Competency 2: Engage Diversity and Difference in Practice
Social workers recognize that everyone they come in contact with may experience diversity dimensions and a history of trauma that require consideration across all levels of practice. Social work practitioners recognize how the traumatic experiences of families intersect with, and can be compounded by, oppression and discrimination. Social workers are cognizant of, and able to apply, trauma-informed care (TIC) principles when engaging, assessing, intervening, and evaluating diverse families and other populations.

2.1 Demonstrate understanding of the differences in the perception and expression of trauma in relation to intersections of diversity with families and other populations.
2.2 Incorporate the impact of historical and systemic sources of oppression and discrimination in assessing trauma history with families and other populations.

Specialized Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers recognize that everyone they come in contact with may experience barriers to human rights, social, economic, and environmental justice in conjunction with a history of trauma that requires consideration at individual and system levels of practice. Social work practitioners recognize how the traumatic experiences of families intersect with, and can be compounded by, oppression and human rights violations. Social workers are cognizant of, and able to apply, trauma-informed care (TIC) principles when identifying structural barriers and developing strategies to promote equity for families and other populations.

3.1 Identify barriers to human rights, social, and economic justice imposed by trauma with families and other populations.
3.2 Engage in trauma-informed practices that contribute to the alleviation of social and economic barriers with families and other populations.
**Specialized Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Social work practitioners recognize the importance of family focused trauma-informed care (TIC) principles when engaging in practice-informed research and practice based on research findings. Social workers understand that trauma-informed evidence-based research considers the unique trauma histories of families and other populations in their approach to building and applying knowledge. Social work practitioners recognize that trauma-informed evidence-based scientific inquiry must consider the intersections of culture, ethics, and trauma histories.

4.1 Demonstrate ability to understand trauma-informed evidence-based research.
4.2 Demonstrate ability to implement trauma-informed evidence-based research with families and other populations.

**Specialized Competency 5: Engage in Policy Practice**

Social work practitioners recognize the importance of family focused trauma-informed care (TIC) principles when engaging in policy practice. Social workers recognize how the traumatic experiences of families intersect with, and can be compounded by, local, state, and federal policies. TIC principles are applied by social workers in policy formulation, analysis, implementation, and evaluation. Social workers are able to engage in in trauma-informed policy practice across levels of practice appropriate to setting.

5.1 Recognize the impact of policies and procedures that may be incongruent with trauma histories.
5.2 Critically analyze and promote policies that are cognizant of trauma histories.

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

Social work practitioners recognize the importance of family focused trauma-informed care (TIC) principles throughout their engagement with, and on behalf of, clients and constituencies. Social workers recognize how the traumatic experiences of families can impact engagement and they are able to respond appropriately. Social workers use TIC principles to engage families, understand human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate relationships between families and individuals, groups, organizations, and communities.

6.1 Develop an understanding of how trauma history impacts the engagement process.
6.2 Incorporate assessed trauma history as part of engagement with families and other populations.

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

Social work practitioners recognize the importance of family focused trauma-informed care (TIC) principles throughout their assessment with, and on behalf of, clients and constituencies. Social workers recognize how the traumatic experiences of families can impact assessment and they are able to respond appropriately. Social workers use TIC principles to assess families, understand human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate the appropriate trauma-informed assessment of families across inter-professional practice contexts.

7.1 Develop an understanding of how trauma history impacts the assessment process.
7.2 Practice trauma-informed care principles as part of assessment with diverse families and other populations.
Specialized Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social work practitioners recognize the importance of family focused trauma-informed care (TIC) principles throughout their interventions with, and on behalf of, clients and constituencies. Social workers recognize how the traumatic experiences of families can impact interventions and they are able to respond appropriately. Social workers use TIC principles to intervene with families, understand human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate effective and evidence and trauma-informed interventions for families to achieve mutually agreed upon goals.

8.1 Develop an understanding of how trauma history impacts interventions and their outcomes.
8.2 Practice trauma-informed care principles as part of intervention with diverse families and other populations.

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

Social work practitioners recognize the importance of family focused trauma-informed care (TIC) principles throughout their evaluation with, and on behalf of, clients and constituencies. Social workers recognize how the traumatic experiences of families can impact outcome evaluation and they are able to respond appropriately.

Social workers use TIC principles to understand human behavior and the social environment and to critically apply this knowledge to facilitate appropriate trauma-informed outcome evaluation of families and advance practice, policy, and service delivery effectiveness.

9.1 Practice trauma-informed care principles as part of evaluation with diverse families and other populations.
9.2 Apply evaluation findings to improve trauma-informed care practice effectiveness at the micro, mezzo, and macro levels.
APPENDIX C: Social Work Graduate Student Professional Standards Policy

This policy is intended to aid students in developing professional dispositions. Students in a Social Work program at Edinboro University are expected to demonstrate the fundamental dispositions associated with ethical and professional practice. Students are expected to demonstrate ethical decision-making and display professionalism by being trustworthy, respectful, responsible, fair, and caring. Students are also expected to adhere to the National Association of Social Workers (NASW) Code of Ethics. Dispositional concerns will be addressed using established departmental and university procedures.

**Definition of Professional Incompetence:** The Social Work Department adheres to the following definitions: Students who: “show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with the therapeutic process” (Bemak, Epp, & Keys, 1999, p. 21). This can be reflected in one or more of the following ways: “(a) an inability or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior, (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, or excessive emotional reactions that interfere with professional functioning” (Lamb, Presser, Pfost, Baum, Jackson, & Jarvis, 1987, p.598).

**This definition of professional incompetence is in sync with the NASW Code of Ethics, Section 4.05:**

a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

These definitions are consistent with our accrediting body, the Council on Social Work Education, EPAS 2015 standards which are based on measurement of student competencies (CSWE, 2015, pp. 14).

**Professional Standards**

Professional standards with performance indicators are outlined below. Failure to meet one of the professional standards may indicate that a student is unable or unwilling to follow the standards of the NASW Code of Ethics or those standards deemed appropriate by the Department of Social Work.

**Professional Standard 1: Academic Performance**

Standard:

- Plans and organizes work effectively
- Turns in complete assignments on time
- Makes arrangements for one’s special needs
- Attends class/field regularly
- Demonstrates use of critical thinking skills
Indicators of Concern (including, but not limited to):

Demonstrates a pattern of:
- Poor organization skills
- Requests for extensions on assignments and exams
- Turning in assignments late or incomplete
- Multiple absences from class per class syllabus
- Multiple absences from field placement

Professional Standard 2: Conduct/Behavior

Standard:
- Demonstrates ability to work cooperatively with others
- Actively participates in class discussion groups/role plays/field activities
- Shows respect for others’ opinions
- Is open to feedback from peers/faculty/field instructors
- Demonstrates a willingness to respect and understand people across all intersections of diversity, including but not limited to race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation, socioeconomic status, and populations at risk
- Conducts oneself according to the NASW Code of Ethics
- Appropriately credits others’ work (for example, including proper quoting and paraphrasing of sources, accurately representing the division of labor for group projects)

Indicators of Concern (including, but not limited to):
- Creates conflict in class which impedes learning or building effective relationships
- Uncooperative/unwilling to participate in class activities
- Consistently late for class or leaves early
- Consistently late for field placement
- Sleeps during class periods
- Disrupts class process by talking to others
- Uses derogatory language or demeaning remarks
- Unwilling/unable to accept feedback
- Monopolizes class discussions
- Consistently complains about class workload to the point of impeding class process
- Discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, disability, etc.
- Unethical professional behavior (e.g., sexual contact with a client)
- Academic dishonesty, including but not limited to plagiarism, cheating, submitting another person’s work as one’s own, or submitting the same assignment to more than one class without prior approval

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

Standard:
- Uses self-disclosure appropriately (e.g., student seems to have an understanding of and has resolved the issue they are sharing)
• Able to handle discussion of uncomfortable topics
• Deals appropriately in class/field with issues which arouse emotions
• Understands the effect of one’s behavior on others

Indicators of Concern (including, but not limited to):
• When engaged in self-disclosure, the student appears to be working through unresolved issues
• The student appears to overreact to, or resent feedback (e.g., takes it personally)
• Unable/unwilling to control emotional reactions
• Faculty concern regarding possible alcohol/drug abuse, mental health issues
• Verbal threats directed at clients, faculty, staff, or students
• Demonstrates impaired judgment, decision-making, or problem-solving skills
• Consistent failure to demonstrate ability to form effective client/social worker relationship (e.g., shows judgmental attitude)

**Professional Standard 4: Communication Skills**

**Standard (Written Communication):**
• Written assignments demonstrate: good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, follows logical sequence.
• Demonstrates ability to use APA style, including citations, formatting, and other stylistic requirements
• Demonstrates ability to write effectively in records
• Demonstrates a working proficiency of the English language in written communication
• Shows professionalism in all written communication

**Indicators of Concern (including, but not limited to):**
• Written works are frequently vague, shows difficulty in expressing ideas clearly and concisely
• Student has many errors in the areas of spelling, punctuation, structure, etc., and does not make effort to show improvement

**Standard (Verbal Communication):**
• Is able to clearly articulate ideas, thoughts, concepts, etc.
• Has the ability to communicate clearly
• Has working proficiency of the English language even when English is not the student’s primary language

**Indicators of Concern (including, but not limited to):**
• Demonstrates difficulty expressing oneself when speaking
• Difficulty communicating so that others can hear or understand
• Lacks a working proficiency of the English language when communicating
Edinboro University is committed to providing access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. Enrolled students who believe they have a disability for which they seek accommodation should request disability accommodation from the Office for Accessibility Services (OAS). More information about OAS can be found at [http://www.edinboro.edu/directory/offices-services/osd/index.html](http://www.edinboro.edu/directory/offices-services/osd/index.html)

**PROFESSIONAL DISPOSITION REVIEW PROCESS**

All students in Social Work programs will be informed of the Professional Standards Policy and it will be included as an attachment to the course syllabi of all Social Work courses.

1. When a faculty member becomes concerned that a student may be professionally impaired, that faculty member should set up a meeting with the student. At the meeting, the student and faculty member will develop a plan/contract. This should include a description of specific areas of concern, goals for improvement, specific tasks for achieving goals (i.e., participation in a writing lab), and time limit. (The Professional Standards Check-In Form may be used for this purpose.) The student is given a copy of the contract and informed that no final grade will be given until the student provides documentation to the faculty member that the goals have been achieved. All parties will agree on a date to meet again within 30 days of the original meeting.

2. If the student has not made significant progress following the plan/contract (or problematic behavior is still present), the faculty member shall submit a brief written statement to the Student Standards and Review Committee regarding the issues, concerns, and can make a recommendation regarding the student. This statement should include a copy of the plan/contract and any pertinent document (i.e., copy of written assignment, videotape, etc.). The faculty member should inform the student that they are proceeding with this step in the review process. Also, the department will inform and consult with the Office of Graduate Studies in each case.

3. The committee chairperson will call a meeting within seven working days of receiving the statement. The student is informed, in writing, of the time and date of the meeting. In addition, the student should be given the name(s) of faculty members who will be attending, and the specific issues that are to be addressed. The student is asked to bring any documentation on their own behalf.

4. The committee members, faculty member, and the student meet at the designated date and time. Issues/concerns are presented. The student is given the opportunity to present their own response and produce oral testimony or written statements from others who may have relevant information on their behalf. The student may present any other supportive documentation.

5. The committee will then meet within seven working days to decide what action should be taken. All parties present will discuss the student’s failure to meet the Professional Standards, and all parties present will agree on time-based/outcome-focused goals. Possible methods that could be recommended by the committee for the attainment of these goals could include, but are not limited to: personal counseling, group growth work experiences, self-structured behavioral change, additional course work, field experiences, medical/psychological clearance to continue in the program, etc. The student may be asked to take a leave of absence to attain these goals. At the end of this meeting, the following will be decided:
a) Dismissal of the original plan/contract, and a new plan/contract will be drawn up at this time, if applicable.

b) Continuation of the original plan/contract

c) Revision of the original plan/contract

(Please note: If either b or c are recommended, the committee will then set up another date with the student to review the student’s progress.)

6. If the student again fails to complete or abide by the plan/contract, or the student’s academic performance or professionalism is such that they would be unable to satisfactorily perform as a social worker, then the committee shall have the authority to:

a) Recommend to the faculty member that a failing grade be given to the student for the course.

b) Institute a probationary period for the student with specific tasks, goals, and timelines.

c) Suspend the student from the social work program for a period of up to one year.

d) Recommendation to the Graduate School for removal from program.

7. The student is informed, in writing within five business days, of the Student Standards Review Committee decision.

8. A copy of the Committee’s decision is placed in the student’s file. Any plan of correction after a final grade of "F" has been administered, will require the agreement of the Office of Graduate Studies.

9. The student may appeal the decision to the Provost and Vice President for Academic Affairs only in either of the following circumstances: (1) there was an error in procedure or interpretation of this policy that was so substantial as to effectively deny the student a fair opportunity to be heard; or (2) new and significant evidence, which would not have been presented by diligent preparation at the initial hearing has become available. The student shall appeal the decision in writing within ten (10) calendar days of receipt of the decision. The decision of the Provost is final.

10. Referral to the Office of Judicial Affairs- If the faculty believes that a student’s behavior is in violation of the Student Code of Conduct, rather than the Professional Standards Policy, the program must refer the matter to the Office of Student Judicial Affairs.

POLICY FOR TERMINATION OF STUDENT FROM THE SOCIAL WORK PROGRAM

Students may be subject to termination if evidence exists that academic, professional or ethical violations exist in the following areas:

1. Failure to meet University/program stated academic standards.

2. Violation of the NASW Code of Ethics.

3. Violation of University/program standards on academic integrity.

4. Violation of established University standards regarding Code of Conduct.

5. Failure to meet generally accepted professional guidelines in regard to appropriateness of personal behavior and demeanor, appropriateness of relationships skills, appropriateness of judgment, and appropriate use of self.

6. Discrepancy between personal goals and goals of social work profession.

7. Violation of Professional Standards Policy.

8. Violation of Academic Integrity Policy.
STUDENT STANDARDS AND REVIEW COMMITTEE

The Student Standards and Review Committee for the Social Work Program of Edinboro University of Pennsylvania is to consist of a minimum of three professors of social work and two student representatives, nominated by self, students or faculty. Student representatives will serve a term of one academic year. It is recommended that the students be mature and reliable.

The Review Committee will meet as needed for the purposes of adjudication of cases, policy review, dissemination of information, or other agenda items that require their attention.