

University of Pennsylvania
School of Social Policy & Practice
3701 Locust Walk
Philadelphia, PA 19104-6214

FIELD PRACTICUM EVALUATION

FALL AND SPRING SEMESTERS OF FIELD WORK

FOUNDATION YEAR

DATE:

PROGRAM: TWO YEAR
 THREE YEAR

SEMESTER: FALL
 SPRING

YEAR: 20 _____

STUDENT:

AGENCY:

FIELD INSTRUCTOR:

TASK SUPERVISOR (if applicable):

PRACTICE PROFESSOR:

FIELD PRACTICUM EVALUATION GUIDELINES

1. Please provide a narrative describing the agency or service in which the student is placed (see “I” in outline below).
2. Please provide a narrative describing the student’s learning opportunities in the agency or service (see “II” in outline below).
3. Provide a rating for each item in the evaluation by **circling** the number that corresponds to your assessment of the student’s demonstrated performance.
4. Provide narrative in the **Comments** section at the end of each category in order to individualize the student’s experience. *Use additional page if necessary.*
5. Provide a **Summary** of the student’s field performance, including a description of the Student’s Major Strengths/Challenges and Directions and Goals for Student’s Future Learning.
6. Students are required to complete the final section of the evaluation entitled **Student Evaluation of the Field Learning Experience**.
7. Students and field instructors are required to sign the evaluation to indicate that they have both read it.
8. **Two copies of the evaluation should be sent to the Director of Field Placement.** The Field Placement office will send one copy to the student’s practice professor. The practice professor will provide a grade for the entire course, based both on the written evaluation of the student’s field performance and the student’s performance in class.
9. Please mail two signed copies to the Director of Field Placement. Because these reports are confidential and need to be signed, we request that they not be sent as e-mail attachments.

CODE SHEET FOR RATING SCALE

The standards below refer to the specific skill, understanding, and/or awareness described in Section III, “Student Performance.”

0 UNACCEPTABLE

The item described is not understood and not practiced. The student has not yet developed this skill.

1 MARGINAL

The item described is understood but not yet achieved. The student grasps the idea and is beginning to recognize how it might be applied in a given practice situation.

2 SATISFACTORY

The item described is understood and applied in practice although performance is tentative and uneven.

3 GOOD

The item described is understood and performed competently but not consistently.

4 VERY GOOD

The item described is understood and is performed competently and consistently.

5 OUTSTANDING

The item described is performed with proficiency and consistent conscious application.

NOT APPLICABLE (N/A)

The item does not apply to the student’s experience. The field instructor does not have evidence needed to make a judgment.

Please complete the following for the first semester evaluation. Second semester indicate specific changes or write N/C if there are no changes. If the space below is insufficient, use an additional page.

I. DESCRIPTION OF THE AGENCY. (Complete first semester; for second semester indicate specific changes or write N/C if there are no changes)

- A. Describe the agency's services, programs, and client population(s). Please note that the term "client" may refer to an individual, family, group, constituency, or entity with which the student is working.
- B. Describe any special circumstances or changes in the setting, staff, or client group that had an impact, either positive or negative, on student's learning.

II. STUDENT LEARNING OPPORTUNITIES.

- A. Summarize student assignments (cases, groups, committees) and additional educational experiences. Indicate:
 - 1. Number of assignments carried this term.
 - 2. Types of assignments (e.g., client age, gender, ethnicity, service needs, psychosocial problem areas).
- B. Other learning opportunities (e.g., conferences, seminars, special committee participation, etc.)

III. STUDENT PERFORMANCE. Evaluate the student's performance in the areas indicated according to this scale:

0 - Unacceptable	1 - Marginal	2 - Satisfactory	3 - Good	4 - Very Good	5 - Outstanding
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A. THE STUDENT AS LEARNER: By the end of this semester the student has demonstrated:

	0	1	2	3	4	5
the ability to engage in collaborative learning through the field instruction process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
acceptance of support, instruction and constructive criticism from the field instructor to enhance practice skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
efforts to identify own learning patterns, needs and goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to analyze and reflect on own practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
growth in self-awareness including recognition of strengths/limitations in meeting client/community needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to use feedback from field instructor and apply this to practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to make links between theory and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to organize his/her workload and to manage assignments in a reliable and productive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to communicate clearly orally and in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
appropriate and timely preparation of agency documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to use process recordings or other learning tools to develop practice skills and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to effectively use available learning opportunities and resources in the agency (e.g., in-service training, conferences, seminars and other staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DESCRIBE THE STUDENT'S LEARNING STYLE: *Use an additional page if necessary*

B. DEVELOPMENT OF PROFESSIONAL VALUES AND ETHICS: By the end of this semester the student has demonstrated:

	0	1	2	3	4	5
an understanding of the NASW Code of Ethics and identification with the ethics of the profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an identification with professional values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a commitment to address the service needs of oppressed and vulnerable populations toward the goal of promoting social and economic justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identification of his/her own values and biases and their potential impact on social work practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an understanding of the importance of ethical and responsible behavior in carrying out professional activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
respect for and the ability to maintain confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
acceptance of self-determination, including client participation in decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to recognize major ethical dilemmas in practice and make attempts to address them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DESCRIBE THE FOCUS OF THE STUDENT'S LEARNING ABOUT PROFESSIONAL VALUES AND ETHICS IN THIS SETTING: *Use an additional page if necessary*

0 - Unacceptable 1 - Marginal 2 - Satisfactory 3 - Good 4 - Very Good 5 - Outstanding

C. ABILITY TO ENGAGE IN CULTURALLY SENSITIVE PRACTICE WITH DIVERSE POPULATIONS: By the end of this semester the student has demonstrated:

	0	1	2	3	4	5
an understanding of clients' situations within the context of clients' cultural experiences and values (includes age, race, religion, sexual orientation, and socioeconomic status)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an understanding of the role of culture and race in the development of world views and cultural identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a recognition of the impact of culture on the worker-client relationship (includes both verbal and nonverbal communication)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an awareness of and comfort with clients having different values, perceptual styles, and belief systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an awareness of and willingness to examine his/her own cultural biases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
respect for the worth and dignity of individuals who vary in cultural, religious, or ethnic affiliation; race; sexual orientation; gender identity; socioeconomic status; age; physical characteristics; and social/emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the motivation to understand issues specific to diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an understanding of the impact of racism and discrimination on client functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an understanding of the impact of social and institutional oppression on client populations, social policies and programs, and professional social work relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DESCRIBE THIS STUDENT'S WORK WITH DIVERSE POPULATIONS IN THIS SETTING: *Use an additional page if necessary*

0 - Unacceptable 1 - Marginal 2 - Satisfactory 3 - Good 4 - Very Good 5 - Outstanding

D. KNOWLEDGE AND SKILLS FOR AGENCY-BASED PRACTICE: By the end of this semester the student has demonstrated:

	0	1	2	3	4	5
an understanding of the agency's mission, funding, administrative policies, and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understanding the connection between agency structure and policies in relation to social work history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
knowledge of social policies and programs that affect services to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to identify services and benefits within the agency and community that are available to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to advocate in clients' behalf for needed services or benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognition of agency's strengths and limitations in meeting client and community needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an understanding of the biological, psychological, social, spiritual and environmental factors that influence human development and behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to gather facts and analyze problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to develop a plan of intervention based on assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to represent the function of the agency to clients, colleagues, and the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use of sound judgment in behavior with client, staff, and collateral contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
active participation in collective work such as staff or team meetings, student seminars, committees, task forces, board, or community organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to plan and implement termination with clients and client systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a beginning understanding and commitment to the role of social change agent in professional work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to evaluate and apply research findings to practice in one's own agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: *Use an additional page if necessary*

NA - Not applicable 3 - Good	0 - Unacceptable 4 - Very Good	1 - Marginal 5 - Outstanding	2 - Satisfactory
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E. SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES

Rate performance only in areas in which the student has practice opportunities

1. **KNOWLEDGE AND SKILLS WORKING WITH INDIVIDUALS AND FAMILIES:** By the end of this semester the student has demonstrated:

	NA	0	1	2	3	4	5
the ability to incorporate biopsychosocial components in client assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognition of major client strengths and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
empathy and sensitivity in engaging a variety of client systems in professional helping relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to select and elicit pertinent information from clients that contributes to an understanding of the problem and its context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to establish mutual contracts with clients about the goals and terms of the work to be done and the responsibilities of all participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to develop and revise a plan of intervention based on an evolving assessment of a client's needs, problems, strengths, and capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
differential use of self in the stages of the helping process (beginnings, middles, and ends)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to intervene with the various client systems using agency services (individuals, pairs, and/or families)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to recognize a range of potential interventions in relation to goals for practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to evaluate one's own practice interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: *Use an additional page if necessary*

NA - Not applicable 3 – Good	0 – Unacceptable 4 - Very Good	1 – Marginal 5 - Outstanding	2 – Satisfactory
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2. GROUP WORK KNOWLEDGE AND SKILLS: By the end of this semester the student has demonstrated:

	NA	0	1	2	3	4	5
knowledge of models of group work practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an understanding of the purpose of groups within the agency setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an understanding of stages of group development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to identify group membership requirements and state the purpose and goals of a particular group to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to lead or co-lead different kinds of groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
knowledge of group dynamics and their effect on individual behavior, sub-group formation, and problem-solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to relate client goals to specific group or programmatic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to effectively plan and facilitate group meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: *Use an additional page if necessary*

NA - Not applicable	0 – Unacceptable	1 – Marginal	2 – Satisfactory
3 – Good	4 - Very Good	5 - Outstanding	

3. COMMUNITY PRACTICE KNOWLEDGE AND SKILLS: By the end of this semester the student has demonstrated:

	NA	0	1	2	3	4	5
the ability to identify sources of political, social, and economic influence and their impact on the delivery of social services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an understanding of the role of the agency in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to define community problems and to consider a range of strategies to address them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the ability to participate in community meetings and conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: *Use an additional page if necessary*

IV. SUMMARY. Considering the student's overall performance, please describe the following:

STUDENT'S MAJOR STRENGTHS AND CHALLENGES:

ACHIEVEMENT OF LEARNING OBJECTIVES AS REFLECTED IN STUDENT'S LEARNING CONTRACT:

DIRECTIONS & GOALS FOR STUDENT'S FUTURE LEARNING:

OVERALL EVALUATION OF STUDENT'S FIELD PERFORMANCE:

- Satisfactory** **Marginal*** **Unsatisfactory**

*Marginal is considered a "borderline pass" for student's performance in the field. It indicates that the student is having difficulty meeting the learning objectives in his/her field experience.

0 - Unacceptable 1 - Marginal 2 - Satisfactory 3 - Good 4 - Very Good 5 - Outstanding

STUDENT EVALUATION OF THE FIELD LEARNING EXPERIENCE

How would you rate your use of supervision for your own learning?

0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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How would you rate your growth in the development of professional values and ethics?

0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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How would you rate your growth in the development of knowledge and skills for agency-based practice?

0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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(To help the SP2 Field Placement Office maintain the most current and useful information for students in the online Field Resource Guide, please have describe various learning opportunities in the agency):

COMMENTS: *Use an additional page if necessary*

Instructor's signature:

Date

Student's signature

Date

Please return two copies of the evaluation to:

**Ms. Anne Weiss
Director of Field Education
University of Pennsylvania
School of Social Policy & Practice
3701 Locust Walk
Philadelphia, PA 19104-6214**