

Field Educator Orientation Packet Order

Updated 08/10/16 KG (instructions for making packets underlined)

Left Pocket

3 Infographic Brochures – Podcast; Self-Care; Social Media
Field Educator Orientation Packet Contents Order (this page)
Orientation Session Outline (staple)
Field Educator Profile
MSW Program Curriculum (2016-17)
Resources for Field Educators
Tuition Waiver Process / Flow Chart (print color) }
Tuition Waiver Memo & Request Form (2016-17) } (Staple TW items together)
SSW Website (print color)
SSW Website- Field Educator Orientation and Training Guide (print color)
Field Calendars and Guidelines (2016-17) (staple)
UB SSW Phone Directory (August 2016)
Taskstream Handout: Online Learning Contract
Roles and Responsibilities
Attendance Policy (staple)

Right Pocket

Section One: Learning Contract and Evaluation (section stapled with blue cover)

Taskstream Handout: Learning Contract Worksheet – Foundation & Advanced
Learning Contract Activities
Learning Contract: Definitions and Tips
Levels of Performance
When you have an at-risk student

Section Two: Supervision (section stapled with blue cover)

Supervision in Social Work Field Education
Preparing for Supervision PowerPoint
Preparing: Understanding What's Expected and Why
Supervision Record Form (For Student Use)
Reflective Supervision Questions
Developmental Stages of Students in Field

Section Three: Learning Styles and Self Assessments (section stapled with blue cover)

Learning Style Quiz
Characteristics of the Learning Styles
Field Educator Skills Assessment Tool

Section Four: Optional Log/Journal Format (section stapled with blue cover)

Log/Journal Format

Field Educator Orientation Session: UB School of Social Work

Introduction

- Welcome - this is a PARTNERSHIP between the FE, the Agency, the student and the Liaison and UB SSW.
- Does the FE Profile Form need to be completed? Form is in packet.
- *MSW Program Curriculum Handout* - Our goal for a student in a field placement
 - To have a generalist perspective...
 - Learn foundation and advanced year skills
 - Important to stay focused on the skills the student learns instead of training a student to learn X agency or to be able to be a SW in X agency
 - Trauma Informed Human Rights Curriculum and Self Care (Point to the Web)
 - <http://socialwork.buffalo.edu/about/trauma-informed-human-rights-perspective.html>
- *Resources for Field Educators Handout; Tuition Waiver information*

Other Field Educator Benefits

- Giving back to the profession
- Keeping abreast of current research and curriculum
- Teaching a new generation of social workers
- Supervision Experience
- Tuition Waiver - <http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/SUNY-tuition-waivers.html>
- Continuing Education Certificates (As funding permits)

Online Materials and Resources - Resources available to guide the education of our student – show Field Educator page on website <http://socialwork.buffalo.edu/field-educators-liaisons.html> ; Field Educator Orientation Page <http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training.html>

- *Website Handout* Our hope that they would also review the entire field manual and if possible review the on-line orientation.
- *Field Educator Orientation & Training Page Handout*
 - *Field Calendar and Guidelines very important to review*; hour requirement
- Let FE know that there is a phone directory in the packet
- Introduce the Taskstream program – *Taskstream Handout – Online Learning Contract*
See also <http://socialwork.buffalo.edu/field-educators-liaisons/field-educator->

[resources/orientation-and-training/learning-contracts-and-performance-evaluations/taskstream.html](http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training/learning-contracts-and-performance-evaluations/taskstream.html)

Roles & Responsibilities - Handout

Field Educator Role

Supervision: Provide critical feedback that is systematic, objective, and consistent. Feedback should be improvement oriented, interactive and reciprocal. Goal oriented while being flexible, non-judgmental and balanced – “stroke, kick and a stroke”.

- HIPAA - discusses general student (FERPA) confidentiality. Important to have FE understand that anything a student shares can (sometime should) be shared with the Liaison or the Field Office.
- Safety – cell phone policy (student is NOT to use personal cell phone for an client contact or any agency business), personal auto insurance policy

Student Role

- Discuss PRACTICAL expectations of a student – operationalize for the FE

Maintain and adhere to all standards and policies of SSW, comply with all contracts entered into with Field educator and Faculty liaison and be a willing partner in learning. Demonstrate knowledge and competency and provide opportunity for field educator to observe skills through process recording, log/journal (*handout-log/Journal Format*), and video/audio taping and/or direct observation.

- Students are required to complete the SSW Timesheet; any changes in schedule must have prior approval and be in writing with Field Educator' Liaison signature.
- See *Attendance Policy Handout* (**Refer to time Field Manual for complete time and Attendance policy and timesheet**)

Learning Contract

- *Taskstream Handout - Learning Contract Worksheet*, Overview of Taskstream
- *Accreditation and Curriculum Changes Handout* students develop skills and competencies
- *Learning Contract Activities Handout*-- suggested activities: Web search: <http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training/learning-contracts-and-performance-evaluations.html>

- ***(If Applicable) Task Supervision Model***

The Task Supervisor does not replace the Field Educator, and must work in collaboration with the Field Educator to ensure that the student's learning goals are being met and that regular feedback is provided

- Learning Contract Module on the School's Website <http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training.html>

Evaluation

Evaluating Students' Performance – An important process in professional education to ensure that those who graduate are capable of interacting with clients, colleagues and the community in an ethical and competent manner.

Levels of Performance Handout

When You Have an At-Risk Student Handout

- Red Flag Behaviors
Two Broad Types
- Actions so outrageous and damaging warrant immediate removal from placement
- A subtly emerging pattern of behavior consisting of a recurrent series of lesser problems the student does not seem able to overcome
- Faculty Liaison - discuss what you want them to call you about – discuss examples, i.e. provide connection to SSW, guidance with policy and procedure, trouble-shooting when needed and provide student with grades.
- **NASW Code of Ethics website** <http://www.naswdc.org/pubs/code/>
- **UB Sexual Harassment Policy** <http://www.buffalo.edu/equity/obtaining-assistance/sex-discrimination-and-sexual-harassment.html>

Supervision

Supervision Module on the School's Website – <http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training.html>

Supervision in Social Work Education Handout; Preparing for Supervision Handout; What's Expected and Why Handout

Reflective Supervision Questions Handout

For Liaison Use

Handout-*Supervision Record Form* (Student's Responsibility to come prepared to supervision)

Supervision and putting on the 'Educator' hat

Importance of Code of Ethics and good boundaries; Student/Client Relationship; very important - student MUST ID themselves as a student to co-workers and clients.

Developmental Stages of Students in Field (See HO)

- Stage 1: Beginning of the semester – the first 4 weeks
- Stage 2: The second 4 weeks
- Stage 3: Where should the student be entering the last 4 weeks of the semester
- Stage 4 :Middle phase - end of first semester to the end of second semester
- Stage 4: Termination”

- Suggest touching base throughout the year as the student enters these stages.

- Developmental Supervision Module on the School's Username: fieldeducator (case sensitive/ no spaces); Password: Supervision101

Learning Style Quiz

Characteristics of the Learning Styles

Log Journal Format Handout– optional tool

Field Educator Skills Assessment Tool

Field Educator / Task Supervisor Profile

Name _____

I would like to be a Field Educator Task Supervisor

Criteria for the selection of Field Educators:	Criteria for the selection of Task Supervisors:
<ol style="list-style-type: none"> 1. A Master's Degree in social work and NYS License (either LMSW or LCSW, as appropriate to the setting / level of intern's clinical responsibilities) 2. Willingness to meet the stated Field Educator Responsibilities 3. To be free of any professional sanctions by NASW 4. Two years post-master's social work experience (preferred) 5. Have worked in the field placement agency for 1 year (preferred) 	<p>While a Masters Degree in Social Work is not required for task supervisors, (s)he must work in a related discipline and have an understanding of the social work perspective. The task supervisor typically has expertise in an area that expands a student's learning opportunities.</p>

Reason for completing this profile

I am assigned to an MSW Student – Student Name (if known) _____

I am interesting in becoming a Field Educator/Task Supervisor – I have been in contact with _____ from the School of Social Work's Field Department.

CURRENT EMPLOYMENT

Agency _____

Telephone _____

Address _____

Fax _____

E-mail _____

Title _____

Date Employed _____

Have you ever been sanctioned by NASW for professional misconduct? Yes No

We would appreciate it if you would please consider supplying the following alternate contact information. This information would be used in the event that we are unable to reach you at your place of employment (i.e. emergencies, change of employment, leave of absence). The personal information below is solely for the Field Department and will not be shared with students.

Personal Email _____

Personal Phone _____

Is your current employment agency licensed by any of the following? Check all that apply:

- NYS Office of Mental Health (OMH)
- NYS Office of Children & Family Services (OCFS)
- NYS Office for People With Developmental Disabilities (OPWDD)
- NYS Office of Alcoholism and Substance Abuse (OASAS)

NYS LICENSURE: Please check one:

- I have an LMSW: NYS License # _____
(If you do not have your license number we can look it up for you)
 - I have an LCSW: NYS License # _____
(If you do not have your license number we can look it up for you)
 - I have applied for license/Application for license pending
 - I have not applied for NYS License
-

ETHNICITY

- | | |
|---|--|
| <input type="checkbox"/> African American/Other Black | <input type="checkbox"/> Caucasian (Non Hispanic) |
| <input type="checkbox"/> Chicano/Mexican American | <input type="checkbox"/> Puerto Rican |
| <input type="checkbox"/> Other Latino/Hispanic | <input type="checkbox"/> American Indian/Native American |
| <input type="checkbox"/> Asian American/Other Asian | <input type="checkbox"/> Pacific Islander |
| <input type="checkbox"/> Other | <input type="checkbox"/> Multiple Race/Ethnicity |
| <input type="checkbox"/> Unknown | |

Field Office Use Only

- Entered into database
- Added to FE ListServ
- New FE Orientation
- Emailed about Taskstream

FULL-TIME TRADITIONAL PROGRAM

<u>Fall-Semester I</u>	<u>Credits</u>
SW 500 Social Welfare Policy and History.....	3
SW 505 Theories of Human Behavior and Development....	3
SW 510 Scientific Methods in Social Work.....	3
SW 520 Interventions I.....	3
SW 550 Field I.....	3

<u>Spring-Semester II</u>	<u>Credits</u>
SW 503 Diversity and Oppression.....	3
SW 506 Theories of Organizational Behavior and Development	3
SW 514 Evaluation in Social Work.....	3
SW 521 Interventions II.....	3
SW 551 Field II	4

Advanced Year*

<u>Fall-Semester III</u>	<u>Credits</u>
SW 542 Trauma & Human Rights.....	3
SW ___ Advanced Interventions	3
SW 552 Field III.....	4
<u>Choose one of the following Advanced Topics.....</u>	<u>3</u>
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
SW 563 Advanced Policy Development & Analysis	
SW 564 Administration and Management	
SW 566 Social Services to Children, Youth, & Families	
SW 569 Community Social Work	
SW 570 Health & Disability Social Work	
SW 572 Mental Health & Disability Social Work	
SW 576 Assessment & Treatment of Child Abuse & Neglect	
SW 706 Aging Populations	

<u>Spring-Semester IV</u>	<u>Credits</u>
SW 543 Professional Dev Seminar.....	1
SW ___ Elective(s).....	9
SW 553 Field IV.....	3
Choose one Advanced Topics from list above	3

Advanced Interventions

- SW522 Case Management Interventions
- SW523 Social Action for Community Change
- SW524 Interventions with Children & Adolescents
- SW525 Interventions in Intimate Relationships
- SW526 Interventions with Families
- SW527 Interventions with Groups
- SW528 Interventions with Adults
- SW530 Interventions with Organizations
- SW531 Crisis Interventions

PART-TIME TRADITIONAL PROGRAM

<u>Fall-Semester I</u>	<u>Credits</u>
SW 510 Scientific Methods in Social Work.....	3
SW 505 Theories of Human Behavior and Development	3

<u>Spring-Semester II</u>	<u>Credits</u>
SW 514 Evaluation in Social Work.....	3
SW 500 Social Welfare Policy and History	3

<u>Summer-Semester III</u>	<u>Credits</u>
SW 506 Theories of Organizational Behavior and Development	3
SW 503 Diversity and Oppression	3
SW ___ Elective.....	3**

<u>Fall-Semester IV</u>	<u>Credits</u>
SW 520 Interventions I.....	3
SW 550 Field I	3

<u>Spring-Semester V</u>	<u>Credits</u>
SW 521 Interventions II	3
SW 551 Field II.....	4

Advanced Year*

<u>Summer-Semester VI</u>	<u>Credits</u>
SW ___ Advanced Interventions.....	3
SW ___ Elective(s).....	3**

<u>Fall-Semester VII</u>	<u>Credits</u>
SW 542 Trauma & Human Rights	3
<u>Choose one of the following Advanced Topics</u>	<u>3</u>
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
SW 563 Advanced Policy Development & Analysis	
SW 564 Administration and Management	
SW 566 Social Services to Children, Youth, & Families	
SW 569 Community Social Work	
SW 570 Health & Disability Social Work	
SW 572 Mental Health & Disability Social Work	
SW 576 Assessment & Treatment of Child Abuse & Neglect	
SW 706 Aging Populations	

<u>Spring-Semester VIII</u>	<u>Credits</u>
Choose one Advanced Topics from list above.....	3
SW 552 Field III.....	4

<u>Summer-Semester IX</u>	<u>Credits</u>
SW 543 Professional Dev Seminar	1
SW 553 Field IV	3
SW ___ Elective.....	3**

* Human biology must be completed before beginning advanced year

** Electives can be taken at any time.

FULL-TIME ADVANCED STANDING

<u>Summer-Semester I</u>	<u>Credits</u>
SW540 Advanced Standing Seminar.....	3
SW541 Advanced Standing Research	3

*Advanced Year**

<u>Fall-Semester II</u>	<u>Credits</u>
SW 542 Trauma & Human Rights.....	3
SW ___ Advanced Interventions	3
SW 552 Field III.....	4
<u>Choose one of the following Advanced Topics.....</u>	<u>3</u>
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
SW 563 Advanced Policy Development & Analysis	
SW 564 Administration and Management	
SW 566 Social Services to Children, Youth, & Families	
SW 569 Community Social Work	
SW 570 Health & Disability Social Work	
SW 572 Mental Health & Disability Social Work	
SW 576 Assessment & Treatment of Child Abuse & Neglect	
SW 706 Aging Populations	

<u>Spring-Semester III</u>	<u>Credits</u>
SW 543 Professional Dev Seminar.....	1
SW ___ Elective(s)	9
SW 553 Field IV.....	3
<u>Choose one of the following Advanced Topics.....</u>	<u>3</u>
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
SW 563 Advanced Policy Development & Analysis	
SW 564 Administration and Management	
SW 566 Social Services to Children, Youth, & Families	
SW 569 Community Social Work	
SW 570 Health & Disability Social Work	
SW 572 Mental Health & Disability Social Work	
SW 576 Assessment & Treatment of Child Abuse & Neglect	
SW 706 Aging Populations	

Advanced Interventions

- SW522 Case Management Interventions
- SW523 Social Action for Community Change
- SW524 Interventions with Children & Adolescents
- SW525 Interventions with Couples
- SW526 Interventions with Families
- SW527 Interventions with Groups
- SW528 Interventions with Adults
- SW530 Interventions with Organizations
- SW531 Crisis Interventions

PART-TIME ADVANCED STANDING PROGRAM

<u>Spring-Semester I</u>	<u>Credits</u>
SW540 Advanced Standing Seminar	3
SW541 Advanced Standing Research	3

*Advanced Year**

<u>Summer-Semester II</u>	<u>Credits</u>
SW ___ Advanced Interventions.....	3
SW ___ Elective(s).....	6**

<u>Fall-Semester III</u>	<u>Credits</u>
SW 542 Trauma & Human Rights	3
<u>Choose one of the following Advanced Topics</u>	<u>3</u>
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
SW 563 Advanced Policy Development & Analysis	
SW 564 Administration and Management	
SW 566 Social Services to Children, Youth, & Families	
SW 569 Community Social Work	
SW 570 Health & Disability Social Work	
SW 572 Mental Health & Disability Social Work	
SW 576 Assessment & Treatment of Child Abuse & Neglect	
SW 706 Aging Populations	

<u>Spring-Semester IV</u>	<u>Credits</u>
SW 552 Field III.....	4
<u>Choose one of the following Advanced Topics</u>	<u>3</u>
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
SW 563 Advanced Policy Development & Analysis	
SW 564 Administration and Management	
SW 566 Social Services to Children, Youth, & Families	
SW 569 Community Social Work	
SW 570 Health & Disability Social Work	
SW 572 Mental Health & Disability Social Work	
SW 576 Assessment & Treatment of Child Abuse & Neglect	
SW 706 Aging Populations	

<u>Summer-Semester V</u>	<u>Credits</u>
SW 543 Professional Dev Seminar	1
SW 553 Field IV	3
SW ___ Elective.....	3**

** Electives can be taken at any time.

* Human biology must be completed before beginning advanced year



School of Social Work
University at Buffalo *The State University of New York*



Resources & Benefits for Field Educators

For more info visit: <http://socialwork.buffalo.edu/field-educators-liaisons.html>

- ☉ Free Training: **Preparing for Effective Field Instruction (3 CEU's)** – Sessions offered in both fall and spring semesters.
- ☉ **Continuing Education Certificates** – Our thank you to you; mailed to educators in May.
- ☉ **Tuition Waiver Information** – Educators are eligible for a SUNY tuition waiver for every student supervised each semester (equivalent to tuition for one 3 credit course; does not include fees). Tax liability applies. For more info, visit <http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/SUNY-tuition-waivers.html>.

For a list of UB SSW courses approved for **Continuing Education Hours**, visit http://socialwork.buffalo.edu/content/dam/socialwork/continuing-education/documents/MSW_Electives_CEU.pdf

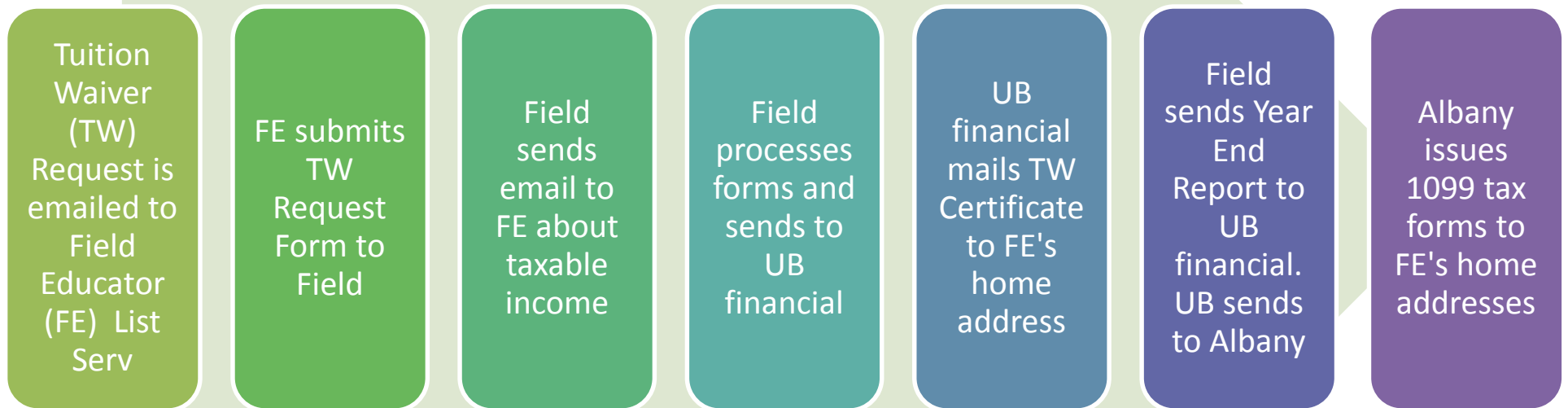
- ☉ **Online Training Segments: Preparing for Effective Supervision; Learning Contract and Evaluation in Social Work Education; and, Developmental Supervision.**
<http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training.html>

The Developmental Supervision Module includes video examples and download helpful handouts that will guide the process of supervision and learning contract development with your students.

- ☉ **Searchable Database of Learning Contract/Evaluation Activities:**
<http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training/learning-contracts-and-performance-evaluations.html>
- ☉ **TI-HR Curriculum Resource Center & Self-Care Starter Kit**
<http://socialwork.buffalo.edu/about/trauma-informed-human-rights-perspective.html>
- ☉ **Annual Field Educator Reception-** Enjoy being the guest of honor as the School celebrates the contributions of our Field Educators and Task Supervisors. Generally held late April or early May. Invitations are sent via regular mail.
- ☉ **With Membership in UB Alumni Association**, individuals gain online access to UB Library Databases (There is no longer a fee to join!!) <https://alumni.buffalo.edu/>

Note: All Field Educator benefits are contingent upon SUNY authorization and budgetary appropriations

Tuition Waiver Process



Important Note: Tax Liability

If the total value of TW's requested are in excess of \$600 a 1099 will be issued and mailed to the FE's home address shortly after the end of the year.



School of Social Work
University at Buffalo *The State University of New York*

To: Field Educators
From: Laura Lewis, UB School of Social Work Director of Field Education
Date: [October 1, 2016](#)
Re: Tuition Waivers for [2016-17 Academic Year](#)

Field Educators are eligible to receive tuition waivers for having provided education and supervision to a MSW student intern. Tuition waivers are issued after the end of the semester during which they are earned. We are asking you to request your waivers for each semester by the deadline specified on each semesters request form. While tuition waivers are very valuable, it is important to consider the following information before deciding whether or not to request them.

1. **All tuition waivers earned during this semester must be requested by the deadline specified on the request form. We will not be able to honor requests received after that date.**
2. **Tuition waivers may not be transferred to family, friends, or students.** Tuition waivers are issued to the direct Social Work supervisor, i.e. Field Educator, who has first refusal. If the Field Educator relinquishes the waiver, the chief administrative officer/or equivalent of the agency may reallocate the waiver **to a specific member of the professional staff of the agency.**
3. Tuition waivers may be used to pay for any SUNY graduate-level credit courses. This may include online graduate level courses. Please visit <http://sln.suny.edu/index.html> for information about SUNY on-line education. Tuition waivers are redeemable for a 2-year period.
4. Tuition waivers cannot be used in the semester in which you are requesting the waiver. For example, if you have a student and request a Tuition Waiver in the Summer semester, you cannot use the waiver in that Summer semester.
5. Once issued, a tuition waiver cannot be transferred to another person. The person whose name appears on the waiver must use it.
6. If you supervise two students, you are entitled to a waiver for each. Each waiver is good for three credit hours.
7. For each waiver requested, you must fill out a copy of the enclosed **Tuition Waiver Request Form** (please make copies as needed). The response must be legible. The Social Security number and home address of the person to whom the waiver is being issued must be included.
8. Even though you may make copies of the **Tuition Waiver Request Form** as needed, copies of your **completed form** are not valid for requesting a tuition waiver. The original form that you fill out must be returned to the Field Education Department.
9. Due to the value of the waivers, tuition waivers must be reported to the NYS Income Tax Bureau and the IRS as non-employee compensation. Whether or not the waivers will be taxable will depend upon your individual tax situation.
10. Waivers requested at this time will be reported to the IRS and NYS Income Tax Bureau as income for the **2015** fiscal year. The tax liability is imposed once the tuition waiver is issued to you regardless of whether or not you actually use it. Once issued, waivers cannot be returned to void tax liability.
11. Tuition waivers can be used to waive a maximum of 8 credit hours in any one term/semester.
12. Please be aware that if you register for a class, **there are ancillary fees that are not covered by the waiver. Tuition Waivers cover In-State tuition costs only. If you are a resident outside of New York State, you will be required to pay the additional difference between In-State tuition (\$453 US per credit hour*) and out of state tuition (\$925 US per credit hour*).**
13. Some graduate level programs may charge a higher tuition than the standard NYS resident rate. In this case, you will be required to pay the difference between the value of the tuition waiver and the amount charged by the graduate program.
14. **The University at Buffalo no longer sends out paper tuition bills.** Students will receive an electronic billing statement (eBill). University eBill notifications will be sent to your @buffalo.edu email address.
15. Using the Tuition Waiver Certificate: Mail to University at Buffalo, 232 Capen Hall, Buffalo, NY 14260, Attn: Cindy Kerr
16. Non US Citizens or non-resident aliens should contact 716-645-1234 before applying for the waiver. Tax implications apply.

You are very important to the School of Social Work and to our students. Without your support, we cannot train future social workers. Thank you for your help and understanding.

TUITION WAIVER REQUEST FORM

Please return this form by the deadline date specified below for a request each semester.

Field Educator: _____

Telephone Number: _____

A Agency: _____

Agency Address: _____

Student Supervised: _____

Semester: circle one **Fall due Nov 1. / Spring due Apr 1. / Summer due Aug 1.**

We cannot honor requests after the deadline.

B Year: _____

Credit Hours Requested: _____ **(1, 2 or 3-credit waiver per student per semester.)**

You are entitled to a 1, 2, or 3-credit waiver for supervising a student in the field for the semester indicated above. Eight credit hours are the maximum number of hours that can be waived per term using tuition waivers. *The tuition waiver may be issued to the student's field educator, task supervisor or by an employee of the agency.*

IMPORTANT INFORMATION ABOUT TUITION WAIVERS (Please be sure to read attached memo for complete list of tuition waiver details.)

- ❖ Tuition Waivers **cannot** be issued to students, family, or friends.
- ❖ Once a tuition waiver is issued, we **cannot** change the name on the waiver.
- ❖ Tuition waivers **cover in-state (New York State Residency) graduate tuition costs only. Residents outside of New York State are required to pay the difference between In-state tuition and out of state tuition. Fees are not included.**
- ❖ Each tuition waiver issued is reported to the NYS Income Tax Bureau and the IRS as non-employee compensation. **Tax liability occurs at the time waivers are issued, not at the time they are redeemed. Once issued, waivers cannot be returned to avoid tax liability.**

ALL INFORMATION REQUESTED BELOW IS FOR THE PERSON TO WHOM THE WAIVER IS BEING ISSUED.
Tuition Waiver to be issued to:

Name: _____

Social Security Number _____ (if you do not have a US Soc. Sec. No. please contact 716-645-1234)

Daytime Phone Number _____

(You must provide a Social Security Number (SSN) in order for the University at Buffalo to process the tuition waiver request. The University is required by Federal law to report such payments along with Social Security Numbers to Federal and State agencies on forms required by law. The University will not disclose a recipient's SSN without the consent of the recipient to anyone outside the University except as mandated by law.)

Home Address: _____

Email Address _____

C _____

By signing below I acknowledge that I have contributed to the above MSW student's education/supervision or I have been provided this waiver by my agency. I further acknowledge that I have read all of the information on this request form and I am eligible to receive this voucher.

I, _____ (signature of the person to whom the waiver is issued), understand that the tuition waiver(s) listed above will be reported to NYS Income Tax Bureau and the Internal Revenue Service as non-employee compensation. **Once the waiver card(s) is issued, it (they) cannot be cancelled to avoid tax liability.**

Please return this form to: Attn: Field, University at Buffalo, 685 Baldy Hall, Buffalo, NY 14260-1050
Fax to 716-645-3157 by deadline (originals must follow in the mail)

The School of Social Work Web Site: Everything You Need on One Page!

<http://socialwork.buffalo.edu/field-educators-liaisons.html>

University at Buffalo The State University of New York | REACHING OTHERS

School of Social Work

INFO FOR: Alumni | Current Students | Faculty & Staff | **Field Educators & Liaisons**

About | Education | Faculty & Research | Community Resources | News & Events | **Continuing Education** | Apply | Contact Us | Giving

School of Social Work > Information for Field Educators & Liaisons

Information for Field Educators & Liaisons

Becoming a Field Educator
Field Educator Resources
Events
Contact Us

CONTACT FIELD EDUCATION
716-645-1234
sw-field@buffalo.edu

Field Education Reception, 2013 Award Winners

Information for Field Educators & Liaisons

Field Education is an integral part of the overall MSW curriculum.

Students complete this component of their social work education through participation in supervised field placement experiences at agencies or institutions that have entered into a contractual arrangement with the School of Social Work. The School is affiliated with over 600 agencies, some with multiple sites, providing a variety of social work settings.

Field Education provides students with the opportunity to integrate and apply the social work theories, skills and values they are learning via coursework in a practice setting. It allows for this foundation of knowledge to come alive with real life experiences.

Field placement provides a significant forum for the student's socialization into the social work profession. All candidates for the MSW degree are required to successfully complete the field placement requirements.

<h4>Becoming a Field Educator</h4> <ul style="list-style-type: none">> Criteria and Responsibilities> Interest Form	<h4>Field Educator Resources</h4> <ul style="list-style-type: none">> SUNY Tuition Waivers> Orientation and Training Program> Forms and Resources	<h4>Events</h4> <ul style="list-style-type: none">> Field Educator Reception> Field Education Fair
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[Contact Us](#)

Field Educator Orientation and Training Page

<http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training.html>

- Supervision Module
- Learning Contract Module

The screenshot shows the website for the University at Buffalo School of Social Work. The header includes the university logo and the motto "REACHING OTHERS". The main navigation bar lists "School of Social Work" and "INFO FOR: Alumni | Current Students | Faculty & Staff | Field Educators & Liaisons". A secondary navigation bar includes "About", "Education", "Faculty & Research", "Community Resources", "News & Events", "Continuing Education", "Apply", "Contact Us", and "Giving". The breadcrumb trail reads: "School of Social Work > Information for Field Educators & Liaisons > Field Educator Resources > Orientation and Training Program".

The left sidebar contains a menu for "Information for Field Educators & Liaisons" with sub-items: "Becoming a Field Educator", "Field Educator Resources" (including "SUNY Tuition Waivers", "Orientation and Training Program" with sub-items "Supervision in Social Work Field Education" and "Learning Contracts & Performance Evaluations", and "Forms and Resources"), "Events", and "Contact Us". A "CONTACT FIELD EDUCATION" box provides the phone number 716-645-1234 and email sw-field@buffalo.edu.

The main content area features the title "Orientation and Training Program" and a paragraph: "Tools are available for new and returning Field Educators, as well as information about UB School of Social Work's Trauma-Informed and Human Rights Curriculum. Online course modules allow field Educators to view some materials without having to leave their work setting." Below this is a link: "> [Learn about our trauma-informed and human rights perspective](#)".

A paragraph describes the program: "A newly designed training program for Field Educators individualizes content to meet the needs of Social Workers in a variety of settings and at varying stages in their professional career. Orientation and training is required for new educators and for returning educators who are supervising a student for the first time in several years." This is followed by a section titled "Training Benefits" with a paragraph: "Field Educator orientation and training prepares Social Workers to be effective instructors. Online course modules allow Field Educators to view some modules without having to leave their work setting. Completion of training modules should be viewed as professional development experiences by agencies and organizations. Certificates of completion are available by contacting the [Field Office](#)." Below this are two links: "> [Supervision in Social Work Field Education](#)" and "> [Learning Contracts & Performance Evaluations](#)".

The "Resources" section includes a link for "Field Educator Orientation Packet" and a video player titled "Dynamic and Effective Practices in Social Work Field Education" with a "Presentation handouts" link below it.

UNIVERSITY AT BUFFALO – SCHOOL OF SOCIAL WORK
Field Education - Internship Calendar for MSW Students

Advanced Year Field Placement (SW 552-553)

Program Type	Fall Hours Per Week (Minimum Hours) [Ex. Course No. on schedule]	Spring Hours Per Week (Minimum Hours) [Ex. Course No. on schedule]	Total Hours in Field (Fall & Spring)
Advanced Year Field Education Placement Full Time Traditional & Advanced Standing	Field Instruction 3 2 days or 15 hours per week (225 hours)** [Ex. SW 552LEC]	Field Instruction 4 2 days or 15 hours per week (255 hours)** [Ex. SW 553LEC]	480 hours

Foundation Year Field Placement (SW 550-551)

Program Type	Fall Hours Per Week (Minimum Hours) [Ex. Course No. on schedule]	Spring Hours Per Week (Minimum Hours) [Ex. Course No. on schedule]	Total Hours in Field (Fall & Spring)
Foundation Year Field Education Placement Full Time & Part Time Traditional (Field begins in the 5 th week of the Fall semester following a 4-week Interventions Lab – see below.)	Field Instruction 1 15 hours per week (165 hours)** [Ex. SW 550LEC] (Begins 5 th week of semester)	Field Instruction 2 15 hours per week (255 hours)** [Ex. SW 551LEC]	420 hours
Interventions Lab* (Foundation Students Only)	Interventions Lab (First 4 weeks of Fall Semester only) [Ex. SW 520LLB LAB]	NA	NA
Interventions Class* (Foundation Students Only)	Once per week [Ex. SW 520LLB LEC]	Once per week [Ex. SW 521LLB LEC]	NA

*Please direct questions on these courses to the MSW Program Director

** Hours per semester may vary due to fluctuations with each academic year. Total field hours will remain the same.

Field Calendar & Guidelines

Fall 2016	Advanced Year FT Trad. & Adv. Standing	Foundation Year
Fall Advanced Year field begins during the week of	Monday, August 29, 2016	
Classroom Interventions/Field lab begins the week of		Monday, August 29, 2016
Labor Day – UB Observed Holiday (no field)	Monday, September 5	
Foundation field begins during the week of		Monday, September 26
Learning Contracts due in Taskstream	Friday, September 23	Friday, October 21
Fall Field Recess Begins (no field for 1 week)	Mon. Nov. 21 to Sun. Nov 27	Mon. Nov. 21 to Sun. Nov 27
Mid-placement Evaluation due in Taskstream	Friday, December 9	Friday, December 9
Fall field ends the week ending (Monday – Sunday)	Sunday, December 18	Sunday, December 18
Winter Field Recess (no field for 2 weeks) Includes: New Year's Day – UB Observed Holiday (no field)	Mon. Dec. 19 to Sun. Jan 1, 2017	Mon. Dec. 19 to Sun. Jan 1, 2017
Spring 2017		
Spring field placements resume during the week of	Monday, January 2, 2017	Monday, January 2, 2017
Martin Luther King Day – Observed Holiday (no field)	Monday, January 16	Monday, January 16
Field Education Fair	Thursday, January 19	Thursday, January 19
UB Spring Recess Begins (no field for 1 week)	Mon. Mar. 20 to Sun. Mar. 26	Mon. Mar. 20 to Sun. Mar. 26
Final Evaluation due in Taskstream	Friday, April 28	Friday, April 28
Please note, the Final Evaluation is due <u>before</u> the end of field. However, students are required to attend field after this to meet their hourly requirement. Failure to comply can result in a change of grade for Field Placement.		
Spring field ends the week ending (Monday – Sunday)	Sunday, May 7	Sunday, May 7

Field Calendar Guidelines

- The actual day of the week that field placement begins/ends is determined by the schedule arranged b/t the student and the agency.
- Students are generally expected to be at their field placement site for a regular/traditional 8-hour day. This is based on 7.5 field hours with a half-hour lunch break that is not counted toward field hours. See example below:
 - 7.5 hours learning at field placement (counted towards field hours)
 - 0.5 hours for lunch break (not counted towards field hours)
 - 8.0 hours day at field site
- The Field Calendar differs from the Academic Calendar. Student schedules for field should correspond with the Field Calendar.
- Recess Periods:** Students do not need to make up time for missing (not being at) field during the periods on the field calendar which designate Fall, Winter or Spring recess specific to field. However, students in some agencies, i.e. school settings may need to take the designated Spring Break of the school system versus that of the University at Buffalo. In order to get the minimum required hours, students often need to exchange the time off from UB with that of the school if they do not coincide. ***It is important to discuss this with the Field Educator at the time of interview.***
- UB Observed Holidays:** If a student's typical placement day falls on an UB Observed Holiday (the student is typically in field on that day of the week), he or she is not required to be in field on that day; however, the student is required to make up the hours on an alternate day in that semester.
- Students may need to work their field placement hours around their final exams. ***It is important to discuss this with the Field Educator at the time of interview.***
- Please note that the field placement resumes before classroom instruction begins in the Spring semester.
- Be aware of SSW policy related to agency training and potential classroom conflicts: ***"In the rare event that a student is mandated to attend a field placement training that conflicts with a scheduled course, the instructor will consider resulting absences as excused and follow university policy (See UB SSW Student Handbook.) In such instances, students will notify the field education office or their field liaisons about the conflict.***
- All field hours must be completed within the specific semester.

UNIVERSITY AT BUFFALO – SCHOOL OF SOCIAL WORK
Field Education - Internship Calendar for MSW Students

Advanced Year Field Placement

Program Type	Spring Hours Per Week (Minimum Hours) [Ex. Course No. on schedule]	Summer Hours Per Week (Minimum Hours) [Ex. Course No. on schedule]	Total Hours in Field (Spring & Summer)
Advanced Year Field Education Placement <i>Part Time Traditional & Advanced Standing</i>	Field Instruction 3 <i>15 hours per week</i> (255 hours) <i>[Ex. SW 552LEC]</i>	Field Instruction 4 <i>15 hours per week</i> (225 hours) <i>[Ex. SW 553LEC]</i>	480 hours

Field Calendar

Spring 2017	Advanced Year
Spring field begins during the week of	Monday, January 2, 2017
Martin Luther King Day – UB Observed Holiday (no field)	Monday, January 16
Field Education Fair	Thursday, January 19
Learning Contracts due in Taskstream	Friday, January 27
Field Spring Recess Begins (no field for 1 week)	Mon. Mar. 20 to Sun. Mar. 26
Mid-Placement Evaluation due in Taskstream	Friday, April 28
Spring field ends the week ending (Monday – Sunday)	Sunday, May 7
Summer 2017	
Summer field resume during the week of	Monday, May 8
Memorial Day – UB Observed Holiday (no field)	Monday, May 29
Independence Day – UB Observed Holiday (no field)	Tuesday, July 4
Final Evaluation due in Taskstream	Friday, August 11
Please note, the Final Evaluation is due <u>before</u> the end of field. However, students are required to attend field after this to meet their hourly requirement. Failure to comply can result in a change of grade for Field Placement.	
Summer field ends the week ending (Monday – Sunday)	<i>Sunday, August 20</i>

Field Calendar Guidelines

- The actual day of the week that field placement begins/ends is determined by the schedule arranged b/t the student and the agency.
- Students are generally expected to be at their field placement site for a regular/traditional 8-hour day. This is based on 7.5 field hours with a half-hour lunch break that is not counted toward field hours. See example below:
 - 7.5 hours learning at field placement (counted towards field hours)
 - 0.5 hours for lunch break (not counted towards field hours)
 - 8.0 hours day at field site
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- **UB Observed Holidays:** If a student's typical placement day falls on an UB Observed Holiday (the student is typically in field on that day of the week), he or she is not required to be in field on that day; however, the student is required to make up the hours on an alternate day in that semester.
- Students may need to work their field placement hours around their final exams. ***It is important to discuss this with the Field Educator at the time of interview.***
- Please note that the field placement resumes before classroom instruction begins in the Spring semester.
- Be aware of SSW policy related to agency training and potential classroom conflicts: ***"In the rare event that a student is mandated to attend a field placement training that conflicts with a scheduled course, the instructor will consider resulting absences as excused and follow university policy (See UB SSW Student Handbook.) In such instances, students will notify the field education office or their field liaisons about the conflict.***
- All field hours must be completed within the specific semester.

PHONE & EMAIL DIRECTORY

8/9/2016

Main Number: 645-3381 FAX: 645-3456 Toll Free: (800) 386-6129

	<u>Direct Phone #</u>	<u>OFFICE</u>	<u>E-MAIL</u>	<u>FAX</u>
Altemoos, Josh	645-1270	656	jraltemo@buffalo.edu	
Amantia, Richard	645-1246	661	amantia@buffalo.edu	
Arbutina, Marcia	645-1260	676	arbutina@buffalo.edu	
Baker, John	645-1254	623	jgbaker@buffalo.edu	
Bakk, Louanne	645-1861	668	louanneb@buffalo.edu	
Ball, Annahita (Anna)	645-8951	652	annahita@buffalo.edu	
Bay-Cheng, Laina	645-1225	622	lb35@buffalo.edu	
Bowen, Elizabeth (Betsy)	645-1258	647	eabowen@buffalo.edu	
Butler, Lisa	645-1247	592	ldbutter@buffalo.edu	
Carey, Maria	645-1274	689	msoos@buffalo.edu	
Cerrato, Anna-Dean's Office	645-1266	678	cerrato@buffalo.edu	645-3883
Coppola, David	645-1242	656A	coppola8@buffalo.edu	
Critelli, Filomena	645-1250	665	fmc8@buffalo.edu	
Dmochowski, Kathleen	645-1273	689	kqd2@buffalo.edu	
Dulmus, Catherine	645-1253	591	cdulmus@buffalo.edu	
Elze, Diane (MSW Program Director)	645-1228	628	deelze@buffalo.edu	
Ely, Gretchen	645-1243	657	geely@buffalo.edu	
Feroleto, Leah	645-1244	673	leahfero@buffalo.edu	
Ford, Darleen (Beth Matthews)	645-3382	685	djford2@buffalo.edu	
Green, Susan	645-1249	664	sagreen@buffalo.edu	
Griswold, Kathryn	645-1234	636	kq52@buffalo.edu	645-3157
Grizzard, Alison	645-1264	676		
Hammett, Maureen	645-9113	683	hammett@buffalo.edu	
Hill, Debbie	645-1239	655	dahill2@buffalo.edu	
Horne, Dana	645-1229	669a	dhorne@buffalo.edu	
Semanchin Jones, Annette	645-1862	662	amsemanc@buffalo.edu	
Keefe, Rob	645-1230	632	rhkeefe@buffalo.edu	
Kendall, Kathryn	645-1265	672	kkendall@buffalo.edu	
Kim, Isok	645-1252	667	isokkim@buffalo.edu	
Kim, Wooksoo	645-1227	626	wkim5@buffalo.edu	
Kost, Kathleen	645-1269	681	kost@buffalo.edu	
Koston, Zoe	645-1236	637	zakoston@buffalo.edu	645-3157
Krause, Denise	645-1223	620	dkrause@buffalo.edu	
Lewis, Laura (Field Education Director)	645-1232	634	lalewis@buffalo.edu	645-3157
Logan-Greene, Patricia	645-1533	630	pblogang@buffalo.edu	
Mucci, Irene	645-1261	674	imucci@buffalo.edu	
Murshid, Shaanta	645-5749	646	nadinemu@buffalo.edu	
Nam, Yunju	645-1255	658	yunjunam@buffalo.edu	
Nochajski, Tom	645-1245	660	thn@buffalo.edu	
Patterson, Kelly	645-1248	663	klp27@buffalo.edu	
Phipps, Meghan	645-1263	675	meghanph@buffalo.edu	
Quartley, Marjorie	645-1233	635	quartley@buffalo.edu	645-3157
Rittner, Barbara	645-1256	670	rittner@buffalo.edu	
Shrader, Laura	645-1863	669	laurashr@buffalo.edu	
Shelly, Pat	645-1262	671	pashelly@buffalo.edu	
Siefert, Jeffrey	645-1222	579	jsiefert@buffalo.edu	
Smyth, Nancy	645-1267	680	swdean@buffalo.edu	645-3883
Sobota, Peter	645-1251	666	psobota@buffalo.edu	
Sperlich, Michelle	645-9087	619	msperlic@buffalo.edu	
St. Vil, Christopher	645-9091	625	cstvii@buffalo.edu	
St. Vil, Noelle	645-9093	645	noellest@buffalo.edu	
Sturman, Steve	645-1241	656A	sturman@buffalo.edu	
Syms, Charles	645-1224	621	syms@buffalo.edu	
Waldrop, Deborah	645-1231	633	dwaldrop@buffalo.edu	
Watson, Sarah	645-1259	677	sjwatson@buffalo.edu	
Weaver, Hilary	645-1226	624	hweaver@buffalo.edu	
Wilson, Shawnte (Recruitment Asst.)		Off Campus	Shawntew@buffalo.edu	

STUDENTS & ADJUNCTS:				
Admissions:	645-1275	689		
Field: Rachel Pitonyak	645-1235	437		645-3157
IT Student: Gabriel Guzman	645-1240	656A		
IT Storage		16		
Main Office: Shannon Gilbert	645-3382	685		
GA/TA/Adjunct Shared Space	645-1221	437		
Podcasting Lab: Caitlin Beck	645-3322	443	inSocialWork@buffalo.edu	
Student Lounge		631		
Tutor / Emeritus & Visiting Faculty Office	645-1237	442	ehf@buffalo.edu	
Conference Phone in Dean's Office	645-1268	680		
Technology Services Group	Services request at www.socialwork.buffalo.edu/support			
VOIP Telephone Assistance	645-3542	http://www.buffalo.edu/ubit/service-guides/phones/		
<u>PARKER HALL</u>				
Office of Social Work Continuing Education				
Office of Social Work Continuing Education	829-3939		sw-ce@buffalo.edu	829-3938
232 Parker Hall, 3435 Main St, Buffalo, NY				
Website: www.socialwork.buffalo.edu/conted				
	Direct Phone #	OFFICE		
Fichte, Lesa -Director	829-5847	230	lfichte@buffalo.edu	829-3938
Civiletto, Mary	829-5846	232B	civilett@buffalo.edu	829-3938
Mahar, Trisha	829-5841	232C	tmmahar@buffalo.edu	829-3938
Reception/Student Space: Hawramee, Soma		232		829-3938
CE-OMH Work area/Grant & CE Records R	829-5849	224		829-3938
Student Space	829-5844	224		829-3938
Tobias, Tami- Assoc. Dir. of Cont. Ed.	829-5843	232A	ttobias@buffalo.edu	829-3938
IT Office:	829-5840	220	www.socialwork.buffalo.edu/support	
Buffalo Center for Social Research, 219 Parker Hall, 3435 Main Street, Buffalo, NY 14214-8004				
	829-3991			829-3992
Dulmus, Catherine -Director	645-1253	221	cdulmus@buffalo.edu	829-3992
Maguin, Eugene	829-5871	215A	emaguin@buffalo.edu	829-3992
Monin, Amy	829-5867	223	almonin@buffalo.edu	829-3992
Panza, Denise (Main Office/ Reception)	829-5866	219	dfinnan@buffalo.edu	829-3992
Butler, Lisa	645-1247	228	ldbutler@buffalo.edu	829-3992
Manning, Amy	829-5863	229	amanning@buffalo.edu	
McClain Meeder, Katie (Excellence Veteran)	829-5864	216	mcclainm@buffalo.edu	
Nochajski, Tom	645-1245	231	thn@buffalo.edu	829-3992
Waldrop, Deborah	829-5868	225	dwaldrop@buffalo.edu	
BCSR Incubator	645-1231	212		
Faculty Shared Satellite Office	829-5864	222		
Institute on Trauma & Trauma-Informed Care		200	829-3469; 829-829-3531; 829-3745	
PhD Student Office		205		829-3992
<u>OMH Project:</u>				
Wright, Brenda	829-5865	218	bwright@buffalo.edu	
<u>DEVELOPMENT OFFICE:</u>				
Glenn, Mary-Director of Development	829-4773		glenn@buffalo.edu	
1104 Kimball Tower, Buffalo, NY 14214-8033				
Crosby, Katie-Development Associate	829-5057		kshomer@buffalo.edu	
1116 Kimball Tower, Buffalo, NY 14214				
<u>LISTSERVS:</u>				
SCHOOL:			ssw-list@listserv.buffalo.edu	
ADMINISTRATIVE:			ssw-admin-list@listserv.buffalo.edu	
ADJUNCT FACULTY:			ssw-part-time-faculty-list@listserv.buffalo.edu	
FACULTY COUNCIL:			ssw-faculty-council-list@listserv.buffalo.edu	
MSW STUDENTS:			mssw-list@listserv.buffalo.edu	
PHD STUDENTS:			sw_phd_list@listserv.buffalo.edu	
STAFF:			ssw-staff-list@buffalo.edu	
ALERT:			ssw-alert-list@listserv.buffalo.edu	



A central place for students to create, submit, share, and store all field related work online!



We have a new system for students, field educators, liaisons & field staff to develop the learning contract & evaluate student performance!

What are the Benefits of Taskstream for Educators and Students?

- No more paper—Complete field paperwork and easily acquire all necessary signatures online.
- Students have lifetime access to materials in Taskstream.
- Students can create high-impact online portfolios, and create multiple, targeted showcases of their work to show employers, schools, etc.
- Students can look back on work they've done throughout their program and reflect upon their personal growth.
- Students can maintain portable record of work samples and accomplishments even after they graduate.

Is There a Cost?

There is no cost for educators. There is a cost, however, for students.
Student Cost >> \$42.00 for one year; \$69.00 for two years

How do Field Educators Enroll? (It's easy!)

- Go to Taskstream.com to create or renew your account. (Save your user name and password.)
- You will need this key code: 23X6UC-36P32V
- The Field Office will link you with your student's account.

University at Buffalo – School of Social Work

ROLES AND RESPONSIBILITIES

The Field Educator

The responsibilities are:

- 1) To participate in an orientation session provided by the School. This is required for all new field educators and there is an update orientation for returning educators who have not had a student in the past 3 years.
- 2) To provide the student with an orientation to the agency, including information on safety protocol, HIPAA requirements, or other regulations specific to field site.
- 3) To provide suitable workspace for the students.
- 4) To coordinate the involvement of other agency staff with the student's learning experience.
- 5) To develop, with the student, a learning contract which reflects opportunities and activities that meet the required UB School of Social Work competencies.
- 6.) To provide a minimum of one hour per week of supervision including the task supervisor in order to provide feedback, education, role modeling, and work on the learning contract.
- 7) To review course syllabi provided by student in order to assist in the integration of field and academic experiences.
- 8) To identify assignments to help the foundation year student learn a broad range of social work interventions and/or advanced year students to experience activities related to their area of practice.
- 9) To provide ongoing evaluation of the student throughout the placement and to provide feedback on progress toward meeting their identified objectives.
- 10) To notify the faculty liaison of any problems or questions as soon as they become evident.
- 11) To carefully complete and then submit, by the designated time, a written mid-placement and final evaluation of the student's progress.
- 12) To access training opportunities provided by the Field Education Department (online or in person).
- 13) To participate in three-way conferences with the student and the faculty liaison during the field placement at least one time per semester and more if needed.
- 14) To abide by the NASW Code of Ethics.
- 15) To notify the Faculty Liaison regarding changes in student's schedule, attendance issues, or any issues that could impact the integrity of the learning experience.

TASK SUPERVISION & ALTERNATIVE MODELS OF FIELD EDUCATION

Although most agencies assign MSW employees to work one-on-one with interns, there are a variety of alternatives. Experienced MSW Field Educators may coordinate internships (and meet with students at least one hour a week) while agency supervisors without an MSW can provide daily **task supervision**. Group supervision is another alternative.

Task Supervision: While the Field Educator has the primary responsibility for students' learning in the field placement, a Task Supervisor may be designated by the Field Educator or agency to assume specific responsibilities for a student's learning.

The Task Supervisor does not replace the Field Educator, and must work in collaboration with the Field Educator to ensure that the student's learning goals are being met and that regular feedback is provided.

The Task Supervisor

The responsibilities are:

- 1) To attend an orientation session provided by the School (required for all new task supervisors).
- 2) To review and sign the student's educational contract, and make revisions as needed.
- 3) To provide input to the mid-semester and final evaluation of the student in collaboration with primary field educator and student.
- 4) To provide primary, direct supervision of the interns' daily activities.
- 5) To assign cases and projects congruent with students' educational goals.
- 6) To orient students to the agency and their assignments.
- 7) To give on-the-spot positive and constructive feedback to students regarding their performance.
- 8) To focus on the student's skill development.
- 9) To keep notes of supervisory contact.
- 10) To consult with the MSW field educator related to the interns' skill areas that need extra attention.
- 11) To be familiar with Held Education Policies and Procedures.
- 12) To meet with the field educator and the student at least twice each month to address progress being made.
- 13) To meet with the field educator and the faculty liaison at least once each semester of the student's internship, to address progress being made.
- 14) To notify field educators and faculty liaisons when problems arise.

Qualifications: While a Masters Degree in Social Work is not required for task supervisors, (s)he must work in a related discipline and have an understanding of the social work perspective. The task supervisor typically has expertise in an area that expands a student's learning opportunities.

ATTENDANCE AT FIELD PLACEMENT

Field Education is an important part of the Social Work curriculum. The field course is an opportunity for students to integrate and apply social work knowledge and skills. To maximize learning, students are expected to: 1) attend placement according to the schedule established with the field educator at the start of placement; 2) arrive on time; and, 3) stay for the full duration of each scheduled day.

In order to graduate from the MSW Program, students must complete the required number of field placement hours identified by the School of Social Work based on minimum standards set by the Council on Social Work Education. (See “*Structure of Field Placement*” — Page 5.)

Participation in field activities is expected, and other coursework should not be completed during field hours unless prior authorization is received from the field educator in conjunction with the faculty liaison.

Because the field days outlined in the Field Education Calendar generally are scheduled to meet the minimum requirements, students who need to take sick days during their field placement must make arrangements with their field educator to make up the time they have missed. Students are required to maintain a timesheet that reflects the hours completed (see *Appendix G*).

Some agencies require that students be available for more than the school’s minimum required hours in order to gain the maximum benefit from the experience. If the agency has such a requirement, this should be stated at the time of the student’s pre-placement interview. Once a student accepts a placement, they are expected to fulfill the hours agreed upon.

Consistent with UB policy, absence may be considered when determining a final grade. A grade of “U” or unsuccessful may be applied where: 1) students miss 3 or more days of scheduled field placement hours (22.5 hours) in a given semester; and, 2) these absences are *not* deemed *justifiable*.

Justifiable absence includes the following: 1) religious observances; 2) illness documented by a physician or other appropriate health care professional; 3) conflicts with university-sanctioned activities documented by an appropriate university administrator; 4) public emergencies; and, 5) documented personal or family emergencies. The student is responsible for notifying the Field Educator in writing with as much advance notice as possible.

Students are responsible for *promptly* making up the missed hours. Make-up hours must be approved by both the field educator and liaison. All missed hours must be made up by the student in that semester. There are NO exceptions. A make-up schedule is based on the availability of substantive learning experiences as deemed appropriate by the field educator. Student’s cannot simply “put in time”.

<p><i>Important Note – Field Placements Begin Before Classes Start (Spring Semester)</i></p>

<p>Students and field educators should note that students who are completing a Fall through Spring semester field placement are expected to return to the field placement prior to the start of classes (late December or early January). (Please refer to your <i>Field Education Calendar</i> for the exact date). Part-time students who begin their Advanced Year placement in the Spring semester also begin at this time in order to ensure the completion of the required number of field hours to earn a September Diploma.</p>
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❖ Holidays and Vacation

Students are not expected to be in field placements on UB officially scheduled holidays. Students should follow the Field Education Calendar which reflects holiday and vacation time. As noted previously, vacations between semesters are shorter for field education placements than for the regular academic calendar. Students are expected to be professionally responsible in planning with field educators to meet client needs during periods of absence.

Policy on Religious Holidays

The following is policy through the State University system. “On those religious holidays when members of a faith typically observe the expectation of church or synagogue that they be absent from school or work, campuses will avoid the scheduling of such events as registration, the first day of classes, or student convocations, and individual students will be excused from class without penalty if expressly requested.” (From SUNY Policy Manual, 1975, Section No. 091.3) At this university, if such a requested absence results in a student’s inability to fulfill the field education requirements on that particular day, the student should have an opportunity to make up the required field hours without penalty.

❖ Unscheduled University Closing

When there is an unscheduled university closing, students must exercise individual judgment with consideration given to their professional responsibility to clients and agencies, the physical danger to themselves, and distance to be traveled. Any decision not to report to the agency must be handled in a manner that shows appropriate regard for professional standards. During the initial orientation period to the field agency, students and field educators should discuss the proper protocol to follow.

If a student reports to the agency and that agency closes early, the student is credited with a full day in field. If the student does not report due to a snow day, or other circumstance, the student must make up the missed time. Any compensatory time earned by the student may be used to make up time lost due to a storm emergency, agency holiday, etc. (*See below for Compensatory Time policy.*) Each student is responsible for planning with his/her field educator to make up lost time so that he/she meets the hours required.

❖ Compensatory Time

Students are expected to be at their field placement during the regular hours of the agency. A minimum of seven and maximum of eight hours per day is customary, unless an alternate schedule is approved by the student’s faculty liaison. Any extended amount of time in placement beyond the normal requirement of 16 hours per week is considered overtime, and compensatory time off is permitted. Any compensatory time for students requires prior approval from the field educator and liaison. The plan for taking the time also requires approval from the field educator and liaison. Time off should be taken within two weeks of when it is earned through a planned adjustment in the student’s internship hours. Students are not encouraged to be at their placement during the semester break identified on the field calendar more than is necessary to responsibly serve their clients. **Time earned during any semester break is to be used during the course of the semester and may not be accumulated and taken as a block at the semester end.** Students should remain in field placement throughout the entire scheduled two-semester field period in order to experience the accumulation of learning over time.

❖ **Conference Attendance**

Attendance at social work conferences, institutes, and meetings can contribute in a meaningful way to the professional growth of students. Attendance at such conferences, etc., on field education days must be planned in advance with approval from the field educator. In instances where the School requests that students be released from field time to participate in meetings or special events, adequate notice will be provided. Students will be expected to be professionally accountable for meeting service responsibilities, rescheduling appointments, etc.

❖ **Extension of Field Placement**

In those unusual circumstances where an extension of the field placement is viewed as educationally desirable, a plan for an additional period in placement will be made by the School in collaboration with the agency director, field educator, faculty liaison and student. Such a plan will include a carefully articulated set of learning goals against which the student's work will be evaluated and determined successful. Any plan for a field placement extension requires a prior approval from the Director of Field Education.

Section One:
Learning Contracts and
Evaluation

Form: "Activities & Target Dates - Foundation"

Created with: Taskstream

Author: University at Buffalo Social Work Manager

Instructions: For each activity below, include the following * (Hint: You could cut and paste the following into each of your activities if that is helpful.):**

- Description of learning activity (What you are going to do)
- How will learning be demonstrated (What would others observe you doing)
- How will learning be evaluated (What will others observe once you are competent in this area)
- Target Date

Helpful Verbs

Interview, write, observe, role play, participate, accompany, attend, summarize, co-lead
Develop, understand, utilize, be able, distinguish between, interpret, formulate,
demonstrate, examine, and take initiative

Example

(What) Student will co-lead a social skills group, (How Demonstrated) demonstrating the ability to engage effectively with individual group members, exhibiting positive regard and openness, (Evaluation) and will reflect on progress in supervision.

Student Name	
Field Educator Name	

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Use for notes, etc.

Competency 1

Demonstrate ethical and professional behavior.

Expected Outcomes / CSWE Component Behaviors

- Make ethical decisions by applying the standards of the NASW C Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Articulate the value base of the social work profession, its ethical standards, and relevant laws including the NASW Code of Ethics.
- Describe possible resolutions in resolving ethical conflicts using a trauma-informed and human rights perspective.
- Articulate the links among social work ethics, the core values of trauma-informed care, and universal human rights.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Critically evaluate the rationale for adhering to professional social work roles and boundaries in diverse practice situations.
- Describe how technology can be used to ethically facilitate practice outcomes at micro, mezzo, and macro levels, and locally, nationally and globally.
- Critically analyze both facilitators and barriers to accessing and utilizing technology to enhance practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior, and exhibit openness in receiving feedback.
- Identify the importance of self-care in professional social work practice.
- Understand elements of ethical leadership.
- Understand social work's responsibility to provide leadership that honors trauma-informed and human rights perspectives.

Competency 1

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 2

Engage diversity and difference in practice.

Expected Outcomes / CSWE Component Behaviors

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Describe how the dominant cultures' structures and values may oppress, marginalize, alienate, or create or enhance privilege and power in the region, nationally, and internationally.
- Describe the potential for policy, research, theory, and practice to perpetuate or redress social injustice and human rights violations.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 2

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 3

Advance human rights and social, economic and environmental justice.

Expected Outcomes / CSWE Component Behaviors

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Articulate the principles and tenets of trauma-informed care and human rights frameworks.
- Articulate how trauma-informed care and human rights frameworks can be integrated in practice at micro, mezzo, and macro levels.
- Engage in practices that advance social, economic, and environmental justice.
- Describe the universal relevance of trauma and human rights to professional social work practice.

Competency 3

Activity 1 and Target Date

Activity 2 and Target Date

Activity 1 and Target Date	Activity 2 and Target Date

Competency 4

Engage in practice-informed research and research-informed practice.

Expected Outcomes / CSWE Component Behaviors

- Use practice experience and theory to inform scientific inquiry and research.
- Describe ethical scientific approaches to building knowledge.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Utilize research generated by diverse (e.g., culturally-grounded, interdisciplinary, international) sources.
- Use and translate research evidence to inform and improve practice, policy, and service delivery in an ethical manner, integrating a trauma-informed and human rights perspective.

Competency 4

Activity 1 and Target Date

Activity 2 and Target Date

Activity 1 and Target Date	Activity 2 and Target Date

Competency 5

Engage in policy practice.

Expected Outcomes / CSWE Component Behaviors

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, access to social services, and the protection of human rights.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Identify the role of a trauma-informed care and human rights perspective in policy practice to advance human rights and social, economic and environmental justice.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- Collaborate with colleagues and client systems for effective policy action.

Competency 5

Activity 1 and Target Date

Activity 2 and Target Date

Activity 1 and Target Date	Activity 2 and Target Date

Competency 6

Engage with individuals, families, groups, organizations, and communities.

Expected Outcomes / CSWE Component Behaviors

- Apply knowledge of human behavior and the social environment, a trauma-informed and human rights perspective, and other multidisciplinary frameworks to engage with clients and constituencies.
- Use empathy, reflection, interpersonal skills, and a trauma-informed and human rights perspective to effectively engage diverse clients and constituencies.

Competency 6

Activity 1 and Target Date

Activity 2 and Target Date

Activity 1 and Target Date	Activity 2 and Target Date

Competency 7

Assess individuals, families, groups, organizations, and communities.

Expected Outcomes / CSWE Component Behaviors

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 7

Activity 1 and Target Date

Activity 2 and Target Date

Activity 1 and Target Date	Activity 2 and Target Date

Competency 8

Intervene with individuals, families, groups, organizations, and communities.

Expected Outcomes / CSWE Component Behaviors

- Critically evaluate the evidence base and choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, taking into account the trauma-informed care and human rights perspective.
- Employ empowerment strategies to bring about problem resolution.
- Identify the strengths of interprofessional collaboration.
- Negotiate, mediate, and advocate with and on behalf of diverse client systems and constituencies.
- Describe normative and non-normative processes associated with endings and transitions.
- Facilitate effective transitions and endings that advance mutually agreed-on goals, using a trauma-informed and human rights perspective.

Competency 8

Activity 1 and Target Date

Activity 2 and Target Date

Activity 1 and Target Date	Activity 2 and Target Date

Competency 9

Evaluate practice with individuals, families, groups, organizations, and communities.

Expected Outcomes / CSWE Component Behaviors

- Match goals and objectives to methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, a strengths perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Articulate a rationale for selecting particular methods of evaluation based on theoretical frameworks.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 9

Activity 1 and Target Date

Activity 2 and Target Date

Activity 1 and Target Date	Activity 2 and Target Date

Form: "Activities & Target Dates - Advanced"

Created with: Taskstream

Author: University at Buffalo Social Work Manager

Instructions: For each activity below, include the following * (Hint: You could cut and paste the following into each of your activities if that is helpful.):**

- Description of learning activity (What you are going to do)
- How will learning be demonstrated (What would others observe you doing)
- How will learning be evaluated (What will others observe once you are competent in this area)
- Target Date

Helpful Verbs

Interview, write, observe, role play, participate, accompany, attend, summarize, co-lead
Develop, understand, utilize, be able, distinguish between, interpret, formulate, demonstrate, examine, and take initiative

Example

(What) Student will co-lead a social skills group, (How Demonstrated) demonstrating the ability to engage effectively with individual group members, exhibiting positive regard and openness, (Evaluation) and will reflect on progress in supervision.

Student Name	
Field Educator Name	

Page intentionally left blank.

Use for notes, etc.

Competency 1

Demonstrate ethical and professional behavior.

Expected Outcomes / CSWE Component Behaviors

- Practice professionally in accordance with social work ethics, the core values of trauma-informed care, and universal human rights
- Apply guidelines for ethical decision making in practice situations.
- Apply a TI-HR perspective to guidelines for ethical decision making in practice situations.
- Engage in continuous self-reflection, self-regulation, and self-correction in practice situations to ensure linkages among social work ethics, the core values of trauma-informed care and universal human rights.
- Exemplify professional demeanor in behavior, appearance, and oral, written and electronic community.
- Act within the scope of professional roles and boundaries within the context of a trauma-informed and human rights perspective.
- Demonstrate how technology can be used to facilitate ethical and appropriate practice outcomes at micro, mezzo, and macro levels, and locally, nationally, and globally.
- Apply in practice knowledge derived from supervision and consultation.
- Develop a plan for continuing education and self-care.
- Provide leadership in organizations and communities that enhances a trauma-informed and human rights perspective at all levels of practice.

Competency 1

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 2

Engage diversity and difference in practice.

Expected Outcomes / CSWE Component Behaviors

- Apply an understanding of trauma-informed and human rights perspectives to diversity, difference, and cultural issues in practice.
- Exhibit an understanding of privilege and power in anti-oppressive practice at the micro, mezzo, and macro levels.
- Demonstrate the ability to leverage policy, research, theory, and practice to redress social injustice and human rights violations.
- Foster client empowerment through engaging them as experts of their lived experience.
- Demonstrate an ability to self-regulate personal biases and values and act in accordance with professional values.

Competency 2

Activity 1 and Target Date

Activity 2 and Target Date

Activity 1 and Target Date	Activity 2 and Target Date

Competency 3

Advance human rights and social, economic and environmental justice.

Expected Outcomes / CSWE Component Behaviors

- Take action to challenge social, economic, and environmental injustice and promote trauma-informed practice and policy and human rights.
- Choose strategies to advocate for human rights and social, economic and environmental justice.
- Incorporate trauma informed and human rights approaches into practice at the micro, mezzo, and macro levels.
- Integrate a trauma-informed and human rights perspective in social work practice.
- Engage in practices that advance social, economic and environmental justice and integrate a trauma-informed and human rights perspective.
- Demonstrate a critical awareness of the relevance of trauma and human rights to professional social work practice.

Competency 3

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 4

Engage in practice-informed research and research-informed practice.

Expected Outcomes / CSWE Component Behaviors

- Evaluate practice, programs, and policy, and use findings to strengthen these.
- Apply a trauma-informed and human rights perspective to research.
- Demonstrate proficiency in quantitative and qualitative research.
- Apply research generated by diverse (e.g., culturally-grounded, interdisciplinary, international) sources.
- Apply research findings and a trauma-informed and human rights perspective to improve practice, policy, and social service delivery.

Competency 4

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 5

Engage in policy practice.

Expected Outcomes / CSWE Component Behaviors

- Analyze social policy at the local, state, and federal levels from a trauma-informed and human rights perspective.
- Analyze, formulate, and advocate for policies that respond to emerging local, regional, and societal trends to advance well-being and attenuate the impact of trauma on client systems.
- Engage in policy practice that is informed by a trauma-informed and human rights perspective.

Competency 5

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 6

Engage with individuals, families, groups, organizations, and communities.

Expected Outcomes / CSWE Component Behaviors

- Reflect on and analyze theories of human behavior and the social environment and other multidisciplinary frameworks to engage with clients and constituencies.
- Exhibit the ability to tailor interpersonal skills and empathetic responses to the unique, situation-specific presentation of client systems.
- Incorporate a trauma-informed and human rights perspective to engage with client and systems collaboratively.
- Apply culturally relevant practices and service delivery that do not re-traumatize client systems.
- Articulate the rationale for employing a particular strategy behind engagement of client systems.

Competency 6

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 7

Assess individuals, families, groups, organizations, and communities.

Expected Outcomes / CSWE Component Behaviors

- Utilize and interpret client data while drawing on evidence-based practice knowledge as well as theories of human behavior, trauma-informed care, and human rights.
- Articulate a theory- and evidence-based rationale for selecting an assessment strategy.
- Demonstrate the ability to collaborate with client systems in order to develop innovative and creative intervention goals and objectives.

Competency 7

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 8

Intervene with individuals, families, groups, organizations, and communities.

Expected Outcomes / CSWE Component Behaviors

- Demonstrate the ability to select, adapt, and adjust interventions in accordance with the changing needs of the client system.
- Link intervention to assessment, assess the effectiveness of an intervention, and adjust the strategy based on client progress.
- Differentially apply social work skills to improve interprofessional collaboration.
- Articulate a rationale for selecting particular methods of negotiation, mediation, and advocacy on behalf of diverse clients and constituencies.
- Select and evaluate practice skills leading to effective transitions.

Competency 8

Activity 1 and Target Date	Activity 2 and Target Date

Competency 9

Evaluate practice with individuals, families, groups, organizations, and communities.

Expected Outcomes / CSWE Component Behaviors

- Assess organizations' outcome evaluation processes for best practices, particularly with vulnerable populations.
- Measure progress based on mutually agreed upon goals and evaluation methods.
- Demonstrate the ability to select particular methods of evaluation based on theoretical frameworks that are culturally and developmentally appropriate.
- Apply interdisciplinary knowledge and methods consistent with evidence-based, trauma-informed, and human rights perspectives to evaluate practice.
- Use a trauma-informed and human rights perspective to evaluate practice.
- Engage in a continuous process of evaluation.

Competency 9

Activity 1 and Target Date

Activity 2 and Target Date

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Learning Contract Activities

For each of the six competencies in the learning contract, educators are asked to develop *two activities* which portray completion of the competency. Students and educators should work in concert to create educationally sound learning experiences that demonstrate how the student has *achieved* the objectives of the field curriculum.

Following are examples of possible activities for each competency for foundation and advanced year.

For further examples, please go to <http://www.socialwork.buffalo.edu/msw/field/activities.asp>. At this site you may choose either foundation or advanced year and then choose a specific competency to see examples of activities.

*Note **TI-HR** = Trauma-Informed and Human Rights perspective

Below are UB School of Social Work Objectives with some sample activities:

<u>Foundation Year</u>
<p>Objective: 1. Identify as a Professional social worker, conduct oneself accordingly, and apply social work ethical principles to guide professional practice.</p> <ol style="list-style-type: none"> 1. Conduct at least 3 interactions with clients, supervisees, groups, committees, or organizations in the presence of the field educator, demonstrating an adherence to professional social work roles and boundaries. 2. Show an ability to form and sustain appropriate relationships with clients, co-workers, staff and administrators. 3. Recognizes the necessity for accountability as an agency representative providing examples in supervision.
<p>Objective: 2. Engage diversity and difference in practice to advance human rights and social and economic justice.</p> <ol style="list-style-type: none"> 1. Understands the forms and mechanisms of oppression and discrimination. TI-HR 2. Identify sites in community that have relevance for population and visit, i.e. cultural centers, restaurants, shopping centers. Discuss experiences in supervision. 3. Explore with clients their values, goals, and views of successful functioning. TI-HR

Objective: 3. Apply appropriate Engagement Skills (with individuals, groups, families, organizations, and communities).

1. Apply engagement skills learned in SW 503 and SW 520 class with client/target system. Field educator will evaluate via direct observation, process recording, and/or audio or videotaping (identify which method will be used).
2. Student will discuss with field educator appropriate level of participation when attending community/ task force meetings. Field educator will observe student interaction and provide feedback.
3. Evidences ability to interview persons of different ages with empathy, purpose, and focus.

Objective: 4. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

1. Identifies opportunities to advocate for human rights and social and economic justice. **TI-HR**
2. Describes the relation of the field placement to the organizations in the community, and identifies the range of relevant services (formal and informal) available in the community
3. Review agency handbook, focusing on philosophy statement, administrative and treatment policies; explore their relevance for service delivery in supervision

Objective: 5. Engage in research-informed practice and practice-informed research.

1. This writer will engage in research to advance social work practice by imputing data from quality of life assessments into SPSS and reviewing the findings.
2. This writer will demonstrate the ability to articulate how research findings can improve practice, by observing and administering assessments such as the Dementia scale and assist in writing up reports on the assessments with specialists.
3. Develop a "Quick Reference" Tool featuring the agencies names, numbers, and summary of services student would most commonly refer their clients to for their most frequent needs.

Objective: 6. Apply critical thinking to inform and communicate professional judgments to assess, intervene and evaluate individuals, families, organizations and communities.

1. Discuss with field educator empirically based professional literature related to possible interventions to be used with the agency/organization's target population.
2. Provide individual counseling on a short-term basis (6-8 weeks) for one client.
3. Utilize information obtained from intake and assessment to develop a treatment plan.

Objective: 7. Additional site specific learning experiences not covered elsewhere in this agreement.

1. Develops a resource manual for new students in collaboration with colleagues.
2. Compiling a list of home health aides for HIV program.

Advanced Year

Objective: 1. Identify as a Professional social worker, conduct oneself accordingly, and apply social work ethical principles to guide professional practice.

Possible Activities:

1. Discuss and process in supervision cases in which vicarious trauma becomes present. Explore various mechanisms of support within agency.
2. Recognizes the functional and dysfunctional aspects of the agency system and help client systems navigate services effectively.
3. Demonstrates a mastery of use of self in social work practice, discuss in supervision.

Objective: 2. Engage diversity and difference in practice to advance human rights and social and economic justice.

1. Review school policies on the role of the social worker and the hiring criteria and expectations. Compare these roles, expectations, and educational qualifications to other support staff in the district. Bring findings to (name of staff member) for reflection and further analysis
2. Review agency mission statement and organizational chart in preparation for discussion with field educator about the history, philosophy, and funding streams of the agency.
3. Identify examples of social/economic injustice, in the field and ways they are addressed within the system/organization. **TI-HR**
- 4.

Objective: 3. Apply advanced Engagement Skills (with individuals, groups, families, organizations, and communities).

1. Student will spend time working with clients in the community (family support group), clients who have multiple problems, be sensitive to their needs and be sensitive to client background stories **TI-HR**
2. Student will observe and conduct visits with agency clientele and their families utilizing trauma informed perspective to gather information and document social histories. Student will de-brief and reflect on these interactions in supervision with his/her FE. **TI-HR**
3. Student will provide solution focused treatment model with children and families, evidencing a strength based approach and a trauma informed perspective. **TI-HR**

Objective: 4. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

1. Participate on organizational committee charged with policy setting; review by-laws of organization; and assist in development of strategic plan.
2. Address cultural issues and issues of disparity regarding trauma for all populations including refugees, racial and ethnic minorities, and rural populations and with concern for gender age and developmental phase over the life span. **TI-HR**

<p>3. Debrief one of the social skills groups that (the student) facilitated with supervisor-discuss what engagement/communication skills worked and which ones did not.</p>
<p>Objective: 5. Engage in research-informed practice and practice-informed research.</p> <ol style="list-style-type: none"> 1. Demonstrates ability to develop and test hypotheses regarding service delivery variables. 2. Become skilled in using computer based assessment tools during interview process 3. Apply information gained in psychopathology course to differently assess consumers with mental health problems.
<p>Objective: 6. Apply critical thinking to inform and communicate professional judgments to assess, intervene and evaluate individuals, families, organizations and communities.</p> <ol style="list-style-type: none"> 1. Develop a group session in the school to meet bi-weekly. Field Educator will evaluate performance. 2. Incorporate a trauma-informed and human rights perspective in to the development of individualized treatment plans, collaborating with the consumer. TI-HR 3. Differentially assess based on information presented in Advanced Year Interventions and Advanced Year Seminar course. Discuss in supervision with field educator.
<p>Objective: 7. Additional site specific learning experiences not covered elsewhere in this agreement.</p> <ol style="list-style-type: none"> 1. Student will display knowledge of evidence based, and trauma informed practice while working with clients and in clinical supervision with field educator. TI-HR

For further examples, please go to <http://www.socialwork.buffalo.edu/msw/field/activities.asp>. At this site you may choose either foundation or advanced year and then choose a specific competency to see examples of activities.

Learning Contract: Definitions and Tips

UB SSW – Accreditation and Curriculum

The Council on Social Work Education (CSWE), the School of Social Work's accrediting body, has begun to place a greater emphasis on the behavioral outcomes of social work education. As a result, schools of social work are now required to identify a set of core social work competencies against which student success can be measured. Additionally, practice behaviors that are associated with (or operationalize) each competency must be determined.

UB SSW Learning Contracts

In regards to field education, CSWE asserts that: 1) a student's learning in field should reflect a program's core competencies; and 2) learning contracts should be designed around a program's competencies and related practice behaviors. UB SSW competencies and practice behaviors were approved in the spring of 2009, and now appear in the field learning contract as "objectives". "Practice behaviors/expected outcomes" are listed below each objective.

Example of Education Policy

In Social Work, the signature pedagogy is field education. Signature pedagogy represents the central form of instruction and learning in which a professional socializes its students to perform the role of practitioner. ***The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting.*** (Excerpted from Accreditation Review Brief, 2008)

Questions you might ask yourself as you are identifying learning activities

What specific competencies are required for professional practice in my setting?

How can the students and I individualize the learning contract and tailor activities to the needs of the community which is being served?

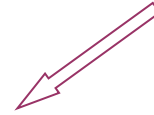
How is each competency (each objective on the learning contract) manifested in this setting? How might they be operationalized?

What will I observe the student doing (*think behaviorally - what will I see or hear*) once they are competent in a particular area. What will *come out* of their experience?

What competencies would I hope to observe in a well-trained colleague...*and then*, what competencies are students expected to have attained at the end of their placement (relative to a student's stage of professional development)?

“Anatomy” of a Learning Contract

UB SSW
Competency...



Competency 1: Identify as a professional social worker, apply social work ethical principles to guide professional practice and conduct oneself accordingly.

...and related
practice behaviors.



Practice Behaviors/ Expected Outcomes

- a) Identify and demonstrate the value base of the social work profession, its ethical standards, and relevant laws including the NASW Code of Ethics.
- b) Demonstrate adherence to professional social work roles and their boundaries
- c) Engage in self-reflection and monitoring
- d) Identify professional demeanor in behavior, appearance, and communication
- e) Seek supervisory input and manage authority in relationships in a professional manner to enhance your professional growth and development
- f) Accept constructive criticism from others to enhance social work skills, and to promote professional growth
- e) Identify the importance of self-care in professional social work practice, and develop a self care plan
- f) Identify and manage personal values such that professional values guide practice
- g) Identify means of improving client access to social work services

Sample Page From Learning Contract- See Page 3

Competency 2: Engage diversity and difference in practice to advance human rights and social and economic justice.

Expected Outcomes for Competency #2

Mid Placement

Final Placement

	AC	C	EC	IP	UP
Identify personal biases and values and their impact on one's practice with diverse client systems	—	—	—	—	—
Engage in practices that advance social and economic justice, and human rights	—	—	—	—	—
Recognize the role of trauma-informed care in the promotion of human rights	—	—	—	—	—
View oneself as a learner and engage others as expert informants	—	—	—	—	—
OVERALL RATING OBJECTIVE #2 (Evaluation of Activities Listed Below and Practice Behaviors)	—	—	—	—	—

AC	C	EC	IP	UP
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

Learning Experiences: List 2 Activities which at completion will exemplify the competency listed above.

1) _____

Target Date for Completion: _____

2) _____

Target Date for Completion: _____

Narrative Evaluation- Include evidence to support “Overall” rating of activities and practice behaviors, and strategies to achieve competence.

Mid-placement:

Final:

Student comment on learning experiences:

Mid-placement:

Final:

<p>Key: AC Advanced Competence Expertly demonstrates awareness, knowledge and skills as a graduate social work intern</p> <p>C Competence Consistently demonstrates awareness, knowledge and skills as a graduate social work intern</p> <p>EC Emerging Competence Demonstrates beginning awareness, knowledge and skills as a graduate social work intern</p> <p>IP Insufficient Progress Rarely demonstrates awareness, knowledge and skills as a graduate social work intern</p> <p>UP Unacceptable Progress Never demonstrates awareness knowledge and skills as a graduate social work intern</p>
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Levels of Performance

Expert Level of Performance / Advanced Competence or AC

Some students may perform at above the acceptable level of performance, displaying creativity, flexibility, and imaginativeness reflecting a potential to perform at a superior level. A rating of AC indicates that the student **expertly demonstrates awareness, knowledge and skills as a graduate social work intern**. A rating of AC is likely to occur infrequently, and as such should be accompanied by supporting rationale.

Competence or C

A student should attain a rating of C on a majority of the 6 program competencies/objectives by the end of the field course in order to receive a grade of S (or Satisfactory). A rating of C indicates that the student is able to satisfactorily perform the set of practice behaviors associated with a given competency, and **consistently demonstrates** awareness, knowledge and skills as a graduate social work intern

Emerging Competence or EC

While there may be periods of unevenness (with some limited degree of regression or immobilization, mainly at points of stress or pressure), the student gives evidence of both the motivation and capacity to perform satisfactorily the set of practice behaviors associated with a given competency. Ratings of EC in a *majority* of competencies at the *end of placement* could indicate Insufficient Progress or Unacceptable Performance. See section on Performance Concerns which follows. **(Students should receive a rating of C or above on a majority of the competencies in order to receive a grade of S at end of the field course.)**

Insufficient Progress (IP)

The student **rarely demonstrates** awareness, knowledge and skills related to a particular competence. **Please refer also to section below, “Performance Concerns (Ratings of IP and UP)”**.

It is important for field educators to give accurate feedback. If a student’s performance is unacceptable or clearly needs improvement in order to meet the basic standards of performance, it is important to reflect this in the evaluation. If a student earns a rating of “Insufficient Progress” in any outcome area, the field educator should document example(s) that substantiate that rating.

Unacceptable Level of Performance (UP)

The student **never demonstrates** awareness, knowledge and skills related to a particular competence. **Please refer also to section below, “Performance Concerns (Ratings of IP and UP)”**.

It is important for field educators to give accurate feedback. If a student’s performance is unacceptable or clearly needs improvement in order to meet the basic standards of performance, it is important to reflect this in the evaluation. If a student earns a rating of “Unacceptable Progress” in any outcome area, the field educator should document example(s) that substantiate that rating.

❖ Performance Concerns (Ratings of IP and UP)

When assigning ratings it is important to consider whether the student's overall performance is uneven or slow. Difficulties in the following areas suggest ratings of IP (rarely demonstrates related skills) or UP (never demonstrates related skills):

- Inability to establish relationships at the basic level due to lack of sensitivity and feeling for people as well as difficulty disciplining his/her own feeling responses.
- Preoccupation with own needs and feelings.
- Inability to do case planning.
- Persistent problem viewing client systems objectively with overemphasis on either positive or negative aspects of a situation.
- Inability to be self-reflective.
- Limited ability to conceptualize.
- Behavior in supervisory relationship indicating limited ability to involve self in the learning process and a high degree of defensiveness. Frequent need for external controls and propulsion for learning.
- Evidence of a lack of personal integrity throughout performance.

❖ Unacceptable Performance

Any one of the following characteristics would automatically indicate that a student is failing, and ratings of UP would be expected. Normally you would not expect to find only one of these characteristics in isolation, but rather in combination with others. The student demonstrates:

- Consistent lack of empathy and un-relatedness to the individual/family/group/organization/community.
- Evidence of destructiveness with clients.
- Inability to move or to think independently.
- Preoccupation with own needs and feelings, negating effective use of self as a helping person.
- Hostile behavior when given constructive criticism.
- Inability to relate the goals and values of the social work profession to one's own behavior and social work practice. Confusion in role and identification as a social worker.
- Evidence of disorganization in responding to the basic demands for use of time, in the learning situation, in submitting recording and/or setting up appointments. No reference to theoretical concepts about behavior or no ability to begin to implement the beginning aspects of the treatment process including concepts of social study, assessment, and evaluation, as derived from class, field

teaching, and readings.

- Complete inability to conceptualize or to recognize principles.
- Inaccessibility to learning in use of supervisory process as evidenced by the inability to look at own performance in a self-evaluative manner. High degree of self-protectiveness, requires a high degree of pressure to function and to meet deadlines, unrealistic perception of self, unrealistic expectations of others, motivation to learn only to “get through”, or a need to control all in his/her learning.
- Evidence of lack of personal integrity in performance with individual/family/group/organization/community, or in relationship with field educator. Does not adhere to professional Code of Ethics.
- Persistent problems with attendance and/or tardiness.

❖ **Focused Learning Agreement - Addendum for Performance Improvement**

If someone is performing at a level of IP or UP, an addendum should be put in place by the Faculty Liaison, in conjunction with the Field Educator.

The purpose of the Focused Learning Agreement is to assist the student by identifying clearly the actions the student must take in order to be successful. Educational tools may be specified, and a schedule for review of specific performance goals may be outlined.

When you have an at-risk student

Principles to follow:

Identify Early

- Identify the problem
- Acknowledge the problem with the student
- Role model handling it in an accepting way/listen carefully to student's perspective
- Look for the positive and acknowledge it
- Address possible issues about difference
- Use your self-awareness to talk about how you are experiencing the interaction or situation
- When there's a problem, you must open the discussion first – it's your responsibility

Document

- Supervision Notes

Inform the faculty liaison

- Get an outside consultant

If problems continue:

Formal Process: Providing "Due Process" for the student

- 3-way meeting
- Addendum to the Learning Contract
- Corrective Action Plan
- Monitor the Plan

Section Two:

Supervision

Supervision in Social Work Field Education

Part I: Preparing for Effective Supervision

This training module provides an introduction to supervision in social work field education. It focuses on: a) exploring the importance of supervision in social work field education; and, b) helping students and field educators prepare for effective supervision.

[View the Presentation - Requires Window Media Player](#)

[\(9:42\) Copy of the Presentation Slides](#)

Additional Materials

Preparing for Supervision: What's Expected and Why (Handout)

Supervision: Preparing an Agenda (Helpful Tool)

Student Supervision Record (Required Form)

Part II: Developmental Supervision & Learning Contract Development

This orientation segment contains more in-depth information about the role of supervision in social work field education. This segment is password protected. Please contact our field department, sw-field@buffalo.edu, if you have not received the password and would like to access these materials. (Link/ Refer to Developmental Supervision Module)

Preparing for Supervision

Presented by the
Field Education Department

Laura Lewis, PhD, LCSW, ACSW
Margie Quartley, LCSW-R
Zoe Koston, LCSW-R, ACSW

Supervision: Three Areas

- Administrative
- Educational
- Supportive

Elements of *Effective* Supervision

- Regular and consistent
- Students come prepared
- Both student and Field Educator are active participants

Clinical Supervision Versus “Triage” Supervision

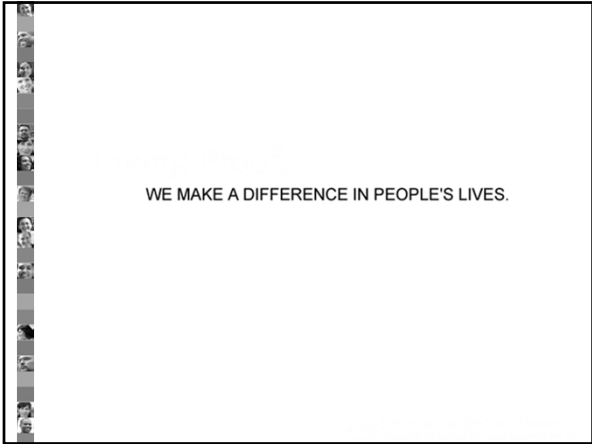
- In-depth conversation versus conversation in passing
- Clinical supervision gets at issues that are at the core of effective social work practice
- Entails skill building, feedback, reflection, and ability to examine critical issues

Power Differential

- Exists within professional relationships
- It is important to understand how to communicate effectively *within* the supervisory relationship
- Positive aspect – having someone who is responsible for oversight and mentorship of our work

Additional Materials

1. Preparing for Effective Supervision (Presentation Slides)
2. Preparing for Supervision: Understanding What’s Expected & Why (Handout)
3. Supervision: Preparing an Agenda (Tool for Students)
4. MSW Student Supervision Record (Required Form)



Preparing for Supervision: Understanding What's Expected and Why

Why is Supervision Important in Social Work?

- ☉ Being active in supervision contributes to professional growth, and to the development of self-awareness.
 - Supervision is an opportunity for students to clarify expectations.
 - Social Work is stressful & difficult. One focus of supervision is support.
- ☉ Student work directly affects client's lives. Guidance, direction, support and feedback from the field educator is important.

Students should strive to use supervision in purposeful & responsible manner.

- ☉ Meet at a regularly scheduled time with supervisor each week.
- ☉ Be prepared. Bring questions, observations, & requests for input & feedback.
- ☉ Use the time to examine your performance & explore new ideas.

Expectations for students include:

- ☉ Dependability & follow through on assigned work
- ☉ Attention to detail & proper procedures
- ☉ Initiative in work-related assignments
- ☉ A cooperative attitude toward the field educator & other staff
- ☉ A willingness to learn from whatever tasks are assigned
- ☉ Openness to supervision, including asking for, and learning from constructive criticism
- ☉ Willingness to seek help when needed

Stages of Supervision:

- ☉ Orientation: Students may feel uncertain; anxious
- ☉ Exploration and Skill Building: Students begin developing confidence as they build skills and competencies
- ☉ Beginning Competency: Students have acquired knowledge about the placement agency, and the attainment of skills increases student confidence. Students have a greater degree of self-awareness related to their own strengths and weaknesses, as well as particular areas of interest.

Supervision is an interactional process. However it is not therapy.

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

Conflicts may arise in the supervisory relationship.

For example, you may feel that your field educator does not devote enough time to you and your learning needs. Or you may feel that your field educator is either too controlling or not structured enough. The two of you may have very different personalities. Perhaps you & your field educator differ in terms of gender, race, ethnic background, or age and this somehow affects your relationship.

Whatever the conflict, **talk about it. Do not avoid the problem.** You will be expected to find ways to deal with these issues. Remember, your faculty liaison is available to assist in problem solving.

MSW STUDENT SUPERVISION RECORD
Agenda & Record of Discussion
Submit with Placement Evaluation

Instructions – The primary areas of foci in social work supervision are to: 1) provide a consistent opportunity for the supervisee to reflect on the content and process of their work; 2) develop understanding and skills within the work; 3) receive information and another perspective concerning one’s work; 4) receive both content and process feedback; 5) be validated and supported in their professional development; 6) provide support around difficulties, including issues of transference and countertransference; 7) plan and utilize personal and professional resources better; 8) be proactive rather than reactive; and, 9) ensure quality of work. *Learning Contract activities/ UB SSW Competencies and Practice Behaviors should be addressed in supervision.*

Supervisee: Click here to enter text.

Field Educator: Click here to enter text.

Task Supervisor (If Applicable): Click here to enter text.

Date of Supervision: Click here to enter text. Session Length: Click here to enter text.

Attendees:

Click here to enter text.

Key Discussion Points; Client Issues

Click here to enter text.

What Went Well in Practice; Areas for Improvement

Click here to enter text.

Supervisee Questions

Click here to enter text.

Actions; Recommendations; By Whom; When

Click here to enter text.

Next Meeting:

Click here to enter text.

Dear Field Educator,

Being active in supervision contributes to professional growth, and to the development of self-awareness. The Field Office requires **students** to complete this Student Supervision Record weekly as a means of facilitating their participation and preparation.

This form, and supervision in general, is discussed in Field Lab with students before they begin field. The form can be found on the School’s website and in students’ My Field Education web portal.

Date of Supervision: Click here to enter text. Session Length: Click here to enter text.

Attendees:

Click here to enter text.

Key Discussion Points; Client Issues



REFLECTIVE SUPERVISION QUESTIONS

Throughout the Field Placement Experience

1. Establishing the Supervisory Relationship

- What are your expectations/needs from a supervisor?
- What prior experiences do you bring to the supervisory relationship?
- What is your personal learning style?
- How does this impact the supervisory relationship and process?
- How does this relate to your work?
- Do you have any concerns about safety in this field experience?
- How do you take care of yourself?
- How do you handle stress?
- How do you approach conflict?

2. Developing the Learning Agreement

- What do you understand your role to be?
- What are the boundaries and limitations related to this role?
- What are your expectations and areas of interest?
- What do you anticipate will be most challenging for you?
- What skills/techniques would you like to concentrate on?
- What areas of focus from your practice course need to be integrated into the Learning Agreement?
What is your plan to do this? What barriers do you see to success?

3. Throughout the Semester...

- What concerns do you have about your own safety or the safety of clients?
- What qualities/attitudes/skills need to be present at every session/contact with a client?
- How would you describe your counseling style?
- Describe the steps that you take to build rapport with clients.
- What skills/techniques do you use when you (insert task)?
- What was your biggest concern and how did you approach it?
- What is your experience working with other workers, students, volunteers from within your work unit? What about other parts of the agency?
- How do you see my supervisory style working (or not working) with your learning style?

4. In response to specific issues or concerns...

- How do you experience the situation/person/group?
- What experiences do you have related to the current situation?
- What strengths do you bring to the relationship?
- What personal limitations do you bring to your work?
- How do all of these impact your role in facilitating change?
- What concerns do you have about your own safety or the safety of clients?
- What do you see as the areas of focus to resolve the crisis?
- What are your limitations as a helper?
- What barriers are you facing? Do you have any ideas about how to overcome them?

5. Mid Semester Evaluation...

- What is the progress on the specific assignments you have been working on this semester?
- In reviewing each competency area on the learning agreement what areas need additional focus or discussion?
- What areas need additional focus? What will you do to improve and what support do you need?
- What are your strengths and how have you applied them in this setting?
- What skills have you been able to transfer from previous experiences (i.e. from work, internship, volunteering, from life)?
- Can you describe a specific accomplishment or proud moment?
- Is your field experience what you expected?
- Describe your workload. Is it too much, too little, just right?
- At this point what grade would you give yourself and why? Discuss concrete examples of what a AC, C, EC, etc. look like.
- If you could change something, what would it be?
- What feedback is most helpful to you?

6. End of Semester Evaluation...

- What plans have you made for continuity of services to clients you are working with? (Either over semester break or at the end of the placement)
- What has the client termination process been like for you?
- What are the accomplishments that you are most proud of?
- How did you perceive your role at the agency as it fits with other program areas and agencies in the community
- How would you describe your field experience to an incoming student?
- What knowledge/skills will you take with you?
- Is there a specific situation/experience that stands out?
- What did you learn about yourself?
- If you could change something about your experience what would it be?

7. Promoting Professional Development

- How has your identity as a social worker grown and developed related to (specific experience or stage in placement)?
- What areas you would identify for your ongoing professional development?
- How do your personal values and biases impact the therapeutic relationships with this client?
- How do your personal values and biases intersect with professional ethics in this practice situation?
- What preconceived ideas do I have about this clients situation (i.e. poverty, issues of privilege, race, religion)? How are these influencing my practice?
- How do you identify and respond to power differentials in your relationship with clients (or related to a specific experience)?
- How do culture and issues of difference impact this client's experience?
- How do culture and issues of difference impact the therapeutic relationships with this client?
- How can I use my understanding of differences as an opportunity for growth and change as a professional?
- How can I use my understanding of differences as an opportunity to facilitate change for clients?

Facilitating Integration of Practice and Field Experience in Liaison Groups or Group Supervision

Field Seminar or Supervision Groups

- What kinds of group or team experiences have you had?
- What positive experiences? What negative?
- What roles do you tend to take in groups?
- How will these experiences influence your experience in this group?
- How do you approach group conflict? How is this effective or ineffective and how would you like your experience in this group to be different?
- How should our group approach conflict?
- In what ways has our group gone through the forming, storming, norming and performing stages of group development?
- What is working in this group experience?
- What might we do different?
- How can our group experience be enriched?
- What common experiences are group members having?
- Are there experiences that group members have had that we all can learn and grow from?

Developmental Stages of Students in Field

Stage 1: Beginning “High Anxiety”

Characterized by:

- Learning field placement expectations and requirements

Critical Questions:

- Can I meet the learning goals of the internship?
- Can I deal with all of this?

Students Need:

- Permission to be learners; to understand learning styles
- To build self-awareness of strengths and limitations
- To identify support systems
- To discuss feelings and questions with field instructor
- To be introduced at the agency, to have a place to sit, to leave coat, papers
- Clarification of roles, expectations, and policies
- An orientation plan
- A plan to focus goals and meet general requirements
- To individualize placement
- To understand how to use supervision in planning and reviewing work
- Skills to start work assignments

Processes/Tasks to Master Stage 1:

- Learn:
 - Role
 - Agency
 - Unit Responsibilities
 - Specific Internship Tasks
 - Client Population and Needs
 - Community
- Work Through:
 - Feelings about clients, authority and responsibilities

Developmental Stages of Students in Field

Stage 2: Reality Confrontation “Engagement”

Characterized by:

- Becoming engaged with the agency

Critical Questions:

- Will I like it here?
- Is this agency for me?
- Can I get my needs met here?
- If I don't like something, should I keep it to myself?

Students Need:

- To talk with peers, field instructor, and faculty liaison about doubts and fears
- To reflect on how they handle stressful situations; to use stress management skills
- To examine their expectations of themselves
- Permission to make mistakes and take risks
- To identify discomforts with agency, field instructors, social work profession
- Assistance with major problems, crises, and decisions
- To explore feelings about support, authority, independence
- To build a solid supervisory relationship with field instructor
- Effective supervisory conferences
- Skills in feedback

Processes/Tasks to Master Stage 2:

- Learn:
 - To Use Information
 - Carry Out Internship Tasks
 - Make Decisions
 - Engage Clients and Resources
 - Basic Skills
 - Use Supervision

Developmental Stages of Students in Field

Stage 3: Relative Mastery “Basic Mastery”

Characterized by:

- Able to perform core internship tasks well
- Identify and analyze problems
- Recognize when methods are not achieving desired results

Critical Questions:

- Can I continue to get my personal and professional needs met here?
- What’s next?
- Can I make an impact?

Students Need:

- To take more initiative in own learning, become more self-directed
- To explore new challenges
- To continue building relationship with field instructor
- To evaluate more concrete feedback
- To evaluate own practice
- To build on strengths and interests
- To identify what learning they still need
- To find ways to contribute to the agency

Processes/Tasks to Complete Stage 3:

- Learn:
 - To work as a Team Member
 - Organizational Influence Skills
 - Specific Skills Needs for Functional Independence
 - Specialized Knowledge Needed for Practice Competence

Developmental Stages of Students in Field

Stage 4: Closure “Termination”

Characterized by:

- Feeling ambivalent about ending
- Reappearance of self doubt

Critical Questions:

First Year Students

Can I meet next year’s higher expectations?

Graduating Students

Can I really do this work now?

Being distracted by new demands (job search, license exams, relocating)?

Students Need:

- To reflect on past experiences with endings; identify patterns
- To share feelings with seminar members and field instructor
- To start closure process early
- To develop an ending plan
- To reflect on their growth and learning
- To use learning to develop new goals and future plans

Processes/Tasks to Master Stage 4:

- Learn:
 - Advanced or Specialized Skills
 - Preparation for new Roles
- Work Through:
 - Own Professional Goals
 - Balance of Personal and Organizational Needs

Section Three:
Learning Styles and
Self Assessment

LEARNING STYLE QUIZ

Instructions:

Read each question and circle the answer that best corresponds to your behavior. When you are finished, add your number of responses for each letter.

1. When you read, do you

- A. Enjoy descriptive passages and visualize the scene
- B. Enjoy dialogue and hear the characters in your mind
- C. Prefer action scenes, but do not enjoy reading

2. When you learn something new, do you

- A. Like to read instructions or see demonstrations
- B. Prefer verbal instructions
- C. Jump in and learn by doing it

3. When you are spelling an unfamiliar word, do you

- A. Visualize the word in your mind
- B. Sound the word out as you spell it
- C. Write the word down first

4. When you want to relax, do you

- A. Watch TV or read
- B. Listen to music
- C. Play a game or exercise

5. When you are concentrating, do you

- A. Get distracted by messy surroundings
- B. Get distracted by noise
- C. Get distracted by activity around you

6. When you are trying to figure out how someone is feeling, do you

- A. Look at their facial expressions
- B. Listen to the sound of their voice
- C. Look at their body movements

7. When you teach someone something new, do you

- A. Show them what to do or write down instructions
- B. Tell them what to do
- C. Do it with them

8. When you compliment someone on their work, do you

- A. Write them a note
- B. Tell them they did a good job
- C. Shake their hand or pat them on the back

9. When you are bored, do you

- A. Look around or doodle
- B. Talk to yourself
- C. Move around or fidget

10. When you need to remember something, do you

- A. Write it down
- B. Say it to yourself over and over
- C. Think about it while moving around

11. When you are giving directions, do you

- A. Draw a map
- B. Give clear and detailed instructions
- C. Point and use body language to explain the directions

12. When you are putting something together, do you

- A. Read the directions first
- B. Prefer to have someone to tell you what to do
- C. Figure it out as you do it

Total number responses for each letter.

A _____ B _____ C _____
VISUAL AUDITORY KINESTHETIC

Adapted from Rose, C. (1985). Accelerated learning. New York: Dell Publishing.

Characteristics of the Learning Styles

Visual Learners

- Learn best from information they can see or read
- Prefer written instructions as they remember information they read
- Prefer visual aids to accompany verbal instructions
- Learn how something is done through the observation of others
- Enjoy information that is presented visually

Auditory Learners

- Need to hear information to retain it
- Prefer verbal instructions over written materials
- Remember information through verbal repetition
- Prefer to discuss ideas aloud in order to further process information
- Enjoy group discussions and activities

Kinesthetic Learners

- Prefer to learn through experience
- Obtain the greatest benefit by participation in an activity
- Remember information that they experience directly
- Enjoy acting out or recreating situations, such as role playing
- Enjoy hands-on activities that involve active, practical participation

(Adapted from Bandler & Grinder, 1979; Dunn & Dunn, 1978; Reiff, 1992; Rose, 1985; Wislock, 1993)

Adapting Your Learning Style

Now that you understand the characteristics of these learning styles, it is important to recognize and respond to the learning needs of your student, particularly when your student has a different learning style than your own.

For example, if you are a visual learner, you are likely to teach using visual methods. If you have a student who is an auditory learner, this can be a barrier to the learning process.

Teaching Strategies for Different Learning Styles

Strategies for the Visual Learner

- Provide a variety of visual materials to facilitate the learning process.
- Visual learners will appreciate reading materials about the agency, including information on the agency's history, the client population, and intervention methods.
- Demonstrate to students how something is done, rather than telling them.
- Visual learners prefer to learn by observation before they feel comfortable performing the task independently.
- Allow students many opportunities to observe others.

- Provide written instructions and encourage students to take notes during supervision sessions.
- Try to find a quiet place for students to work and keep the environment quiet during supervision sessions.
- Visual learners are easily distracted by noise.

Strategies for the Auditory Learner

- Rephrase important points to increase understanding.
- Ask students to discuss in their own words their understanding of the information being addressed.
- Processing information and instructions aloud will increase the students' understanding and retention of the information.
- Encourage discussion and invite questions.
- Remember that students may not initially indicate that they do not understand.
- Provide students with opportunities to talk to other social workers and staff members about their job functions and responsibilities.

Strategies for the Kinesthetic Learner

- Provide opportunities for students to be involved in agency activities quickly.
- Use role plays to act out potential client scenarios.
- Kinesthetic learners prefer to learn by doing and role plays are an effective way to facilitate learning prior to client interactions.
- Provide early opportunities for students to have client contact.
- Kinesthetic learners will be anxious to begin experiencing agency practice on their own and may become frustrated with continued observation. However, be sure to assess students for readiness and provide adequate supervision.
- Develop assignments that will be interactive. For example, to learn agency policies and procedures, have the student develop a presentation to be given during a staff meeting.

FIELD EDUCATOR SKILLS ASSESSMENT TOOL

This form may be used as a self-assessment tool by the Field Educator to increase their awareness of their level of functioning in various skills required for quality field education. It may also be used as a tool by the student to provide feedback to the field educator in order to teach skills in giving feedback and relationship building. If used in this manner, it is essential to remain cognizant of the power differential inherent in the student-educator relationship. The field educator must have a commitment to open communication in order for the student and field educator to gain maximum benefit from this sharing of feedback.

(Please circle one number for each skill area.)

SKILL AREAS	Least Helpful			Most Helpful		
	1	2	3	4	5	6
Student orientation	Provides minimal information needed to begin placement or information which is not helpful.		Arranges a variety of observational experiences, appropriate readings, and policy guidelines.		Information and experiences form a coherent whole. Steps are shaped to lead from simple to more complex.	
Modeling job skills	Model is unsatisfactory: poor or unprofessional job skills and values. Limited ability to teach skills.		Modeling is satisfactory to good. Demonstrates ability, judgement, commitment to professional values, ability to teach or conceptualize. Skills may be limited.		Provides excellent model of skills, judgement, and values. Skilled in teaching those skills and fitting them to student level.	
Consulting, supervising	Not regularly available for consultation and supervision: does not provide useful guidelines for improving practice.		Usually available at regularly scheduled time plus some drop-in consultation. Consultation is often useful.		Highly available for consultation. Consultation often adds new insights to improve practice.	
Giving feedback, evaluation	Gives sporadic or no feedback, or feedback provided is not useful: may be overly negative or overly positive, tends not to be constructive or applicable.		Gives regular feedback which is often useful: feedback is balanced and constructive, sometimes based on specific incident.		Provides frequent useful feedback. Pinpoints specific positive work and areas for improvement: helps student improve own problem solving. Provides challenge to greater skill development.	
Commitment to broader issues in student education	Narrowly concerned with functioning of particular job: not interested or discourages broader concerns and questions about social work issues, pessimistic about integration of course material with field skills.		Occasional referencing to broader issues and support of student integration: sometimes encourages questioning the system. Encourages students to become familiar with other roles in the agency such as administrator and support staff.		Frequently leads student or supports questioning of larger issues: actively models systems perspective questioning and use of other data sources. Helps student envision the agency as a whole, representing broad exposure to roles and objective assessment of agency strengths and limitations.	

(Continued on Side 2)

Field Educator Assessment Tool (Continued)

SKILL AREAS	Least Helpful			Most Helpful		
	1	2	3	4	5	6
Provision of support	Generally unsympathetic or does not convey interest, concern with student learning, or blocks to learning.		Provides periodic support for student learning or blocks to learning.	Frequently communicates genuine concern with student progress and learning. Student feels supported.		
Provision of theoretical perspectives	Provides minimal information on theoretical models or perspectives: seldom discusses integration of theory and practice.		Periodically discusses theoretical models and perspectives: sometimes concerned with integration of theory and practice.	Frequently calls attention to theoretical models and perspectives as they relate to student's work: initiates discussion of theory as it specifically relates to student's practice.		
Creating a learning environment	Frequently discourages student from asking questions or giving negative feedback: discourages interaction with other staff.		Periodically encourages questions and feedback from student and interaction with other staff.	Consistently creates an open, helpful environment including honest feedback and encouragement to interact with other staff.		

This form is adapted from a model presented in: Johnston, N., Rooney, R., and Reitner, M.A. (1991). *Sharing Power: Student Feedback to Supervisors*. In Schneck, Grossman, and Glassman (Eds.) *Field Education in Social Work: Contemporary Issues and Trends* (p. 200-201). Kendall/Hunt Publishing Co.

Section Four:
Optional Log/Journal Format

LOG/JOURNAL FORMAT

The following is a format for using a log or journal in field education. This is not a requirement for field placements but rather is provided here as an optional teaching/learning tool.

This format has been designed to have maximum applicability to a wide range of practicum placement settings. The log format is followed by “real life” examples of student logs. This approach is intended to maximize understanding of how the format is utilized by students in various field placement settings.

Description of Activities

Discuss what you actually did during the week.

For example:

How many clients did you have?

Were you involved in any supervisory or multidisciplinary meeting?

What type of documentation did you do?

Did you study or refer to agency policies for any reason?

In other words, give a run down of your activities of the week with special focus on those activities that have aided you in increasing your skill and knowledge as a developing social work practitioner.

Feelings

What kinds of personal reaction did you have to situations you encountered during the week? Examine both negative and positive reactions.

For example you might write something like:

My supervisor told me she really appreciates my commitment to professionalism. When I heard that, I felt both proud and thankful. When I hear comments like that I think to myself that I am going into the right profession.

OR

All day long we were swamped with crisis calls. One mother needed food for her children, another lady said she and her baby would be kicked out of their apartment if she didn't get some help with the rent. When I went home, I was drained, and I wondered how some social workers do it.

Values

In this section discuss how personal values and professional social work values have been taken into consideration during the course of your day.

For example you might state:

This week I gained a real understanding of two of the core values of social work, **dignity and worth of the person and the importance of human relationships**. I was working with a client who has been on my caseload for one month. Working together we have been able to get him over his immediate crisis. I was also able to locate a person who will provide him with therapy at a very affordable rate.

However, my client decided against it. Even though I was a little upset, because I think the therapy could help him a great deal, I remembered the importance of client self-determination in social work. So I told my client that should he decide in the future that he wants therapy, I would help him locate another therapist.

Observations of Sociocultural Factors

In this section of the log, examine how factors of race, ethnicity, culture, socioeconomic status, age, gender, sexual orientation, marital status, national origin, physical disability, and so forth figure into your client's interactions with different social systems. Also be vigilant of the manner in which your own worldview influences your interactions with clients.

For example:

You may be a male working with an elderly woman who expects you to remove your hat when you enter her home. Although you may not see the hat as a big issue, the elderly woman does, and even makes mention of it to you. In an attempt to better connect with her as a client, you remove your hat and apologize. Clearly the two of you operate by a different set of rules when it comes to conveying respect. In recognizing this, you have just identified important sociocultural factors in your interaction with the client.

OR

Let's say you are Native American and have just been assigned to work with an African American family. Since you have had little contact with African Americans, you attempt to increase your cultural competence by reading about African Americans in the social work literature. When you visit the family, you find out that they are not at all like the families you have read about. What this teaches you is that even though there may be a great deal of written material about the culture of a given group of people, to assume that all persons from that group will exhibit those characteristics is still stereotyping, even if the characteristics are presented in a positive or non-judgmental manner. This is a case of recognizing the importance of having knowledge about cultural characteristics of different groups of people, but being flexible enough in your assessment of clients to allow for uniqueness in family and individual patterns of behavior.

Integration of Theory and Practice

In this section you need to look back on all the information you have entered into your log for this week and examine what you have observed or done, while considering how your experiences relate to what you have been learning in your classes.

For example:

Part of your involvement with a community center that advocates for people with AIDS leads to your participation in a letter writing and phone calling campaign directed at state legislators. You remember your coursework in the area of **community organization** and recognize that you are engaging in a form of **social action**.

OR

During the completion of a **biopsychosocial assessment**, you realize that your client is in need of assistance in connecting with services that are available in the community. In remembering what you have learned about **ecological systems theory**, you remember that people may often experience problems as they interface with the external environment. Therefore, you recognize the need to act as a services broker in helping to link your client with needed services.

OR

Your field supervisor states, in a client case staffing, that a particular client has been afraid to confront his boss about unfair treatment at the workplace and has instead been directing his anger at his children, becoming very agitated over easily resolvable issues. From your study of **psychoanalytic theory**, you recognize the client's behavior sounds very much like the defense mechanism of **displacement**.

OR

You may be working with behaviorally different children in a school setting, where you notice that the teacher praises good behavior and ignores disruptive behavior. From your study of **behaviorism**, you know that behavioral approaches of **positive reinforcement** combined with **extinction** are being used in an attempt to modify the student behavior.

Example of a Log/Journal Entry:

Field Placement Site: A correctional facility for women

Description of Activities

During this week in placement, I was involved in plans to improve the visiting area for families. I had several individual sessions with clients at my office. I also conducted two groups for women who have chemical dependency problems.

Feelings

Corrections work is very exciting, but it is also very stressful and draining. The other day I was in the middle of one of my sessions when a “lockdown” was ordered. At first, I was a little worried. I saw six correctional officers run past the window that faces the hall in our group meeting area. A moment later one of the officers instructed us that we would need to remain locked in our group meeting area until an “all clear” order was issued. At first the group members began to speculate about what might have happened. Three of the seven group members got up to look out the window. Just then one of the group members laughed and said, “lets get back to work, we wanted a longer group time today, and I guess we got it.” I was glad that happened, because I was concerned I might lose control of the group.

Values

In the prison, the value of Dignity and Worth of the Person keeps coming up for me over and over again. So often I hear administrators and officers talk about the inmates as though they were less than human. I know these women have committed crimes, but they still are human beings. I see where social work values are not necessarily shared by other professionals in the prison.

Observations of Sociocultural Factors

Prisons definitely have their own culture. Inmates view professionals, even social workers, with a lot of suspicion. In prison, it takes the inmates a long time to feel comfortable with someone to the point that they will be willing to discuss feelings more openly.

Integration of Theory and Practice

In the women’s chemical dependency group, I have come to realize that many are victims of abuse and that they have often turned to drugs to help them cope with feelings of hurt, anger, depression, or loneliness. One inmate stated that her stepfather used to sexually abuse her every night when she was 13 and 14 years old. From that point on, she used drugs to escape her feelings. She became a prostitute at age 15, after running away from home. Hearing such stories makes it hard for me to fully accept the disease model of addiction. I see much more going on in the development of addiction for most of my clients. I take more of a biopsychosocial approach in understanding addiction among members of my treatment group. I believe that multiple factors of abuse, along with social, emotional, psychological, economic, and gender issues, have contributed greatly, and in concert, in the development of my clients’ problems with drugs and/or alcohol.

Coggins, K., & Hatchett, B.F. (2002). *Field Practicum: Skill Building from a Multicultural Perspective*. Peosta, Iowa: Eddie Bowers Publishing Co.