



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](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



## **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.

# 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:
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)	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.

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

# UB SCHOOL OF SOCIAL WORK

**University at Buffalo** *The State University of New York*

## MSW PROGRAMS 2018 - 2019

### Traditional

Total Credits: 60

#### FULL-TIME

FALL – Semester I		15 Credits
SW 500	Social Welfare Policy & History	3
SW 505	Theories of Human Behavior & Development	3
SW 510	Scientific Methods in Social Work	3
SW 520	Interventions I	3
SW 550	Field I	3

SPRING – Semester II		16 Credits
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

<b>Human Biology Requirement</b> *Must be completed before beginning advanced year	R	
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#### Advanced Year

FALL – Semester III		13 Credits
SW 542	Trauma & Human Rights	3
SW ____	Advanced Interventions**	3
SW 552	Field III	4
<b>Advanced Topics Choose One:</b> (Only offered Fall/Spring semesters)		3

SW 560	Nature & Treatment of Alcohol & Drug Problems
SW 561	Dual Disorders
SW 563	Advanced Policy Development & Analysis
SW 564	Administration & 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 and their Families

SPRING – Semester IV		16 Credits
SW 543	Professional Development Seminar	1
SW ____	Elective	3
SW ____	Elective	3
SW ____	Elective	3
SW 553	Field IV	3
<b>Advanced Topics Choose One:</b> (Only offered Fall/Spring semesters)		3

SW 560	Nature & Treatment of Alcohol & Drug Problems
SW 561	Dual Disorders
SW 563	Advanced Policy Development & Analysis
SW 564	Administration & 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 and their Families

#### \*\* Advanced Interventions (Only offered Summer/Fall semesters)

SW 522	Case Management Interventions
SW 523	Social Action for Community Change
SW 524	Interventions with Children & Adolescents
SW 525	Interventions in Intimate Relationships
SW 526	Interventions with Families
SW 527	Interventions with Groups
SW 528	Interventions with Adults
SW 530	Interventions with Organizations
SW 531	Crisis Intervention

#### PART-TIME

FALL – Semester I		6 Credits
SW 510	Scientific Methods in Social Work	3
SW 505	Theories of Human Behavior & Development	3

SPRING – Semester II		6 Credits
SW 514	Evaluation in Social Work	3
SW 500	Social Welfare Policy & History	3

SUMMER – Semester III		9 Credits
SW 503	Diversity and Oppression	3
SW 506	Theories of Organizational Behavior and Development	3
SW ____	Elective	3

FALL – Semester IV		6 Credits
SW 520	Interventions I	3
SW 550	Field I	3

SPRING – Semester V		7 Credits
SW 521	Interventions II	3
SW 551	Field II	4

<b>Human Biology Requirement</b> *Must be completed before beginning advanced year	R	
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#### Advanced Year

SUMMER – Semester VI		6 Credits
SW ____	Advanced Interventions**	3
SW ____	Elective	3

FALL – Semester VII		6 Credits
SW 542	Trauma & Human Rights	3
<b>Advanced Topics Choose One:</b> (Only offered Fall/Spring semesters)		3
SW 560	Nature & Treatment of Alcohol & Drug Problems	
SW 561	Dual Disorders	
SW 563	Advanced Policy Development & Analysis	
SW 564	Administration & 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 and their Families	

SPRING – Semester VIII		7 Credits
SW 552	Field III	4
<b>Advanced Topics Choose One:</b> (Only offered Fall/Spring semesters)		3

SW 560	Nature & Treatment of Alcohol & Drug Problems
SW 561	Dual Disorders
SW 563	Advanced Policy Development & Analysis
SW 564	Administration & 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 and their Families

SUMMER – Semester IX		7 Credits
SW 543	Professional Development Seminar	1
SW 553	Field IV	3
SW ____	Elective	3







University at Buffalo

Office of Field Education

School of Social Work

 **taskstream** by Watermark™

We have a system for students, field educators, liaisons & field staff to develop the learning contract & evaluate student performance! One central place for students to create, submit, share and store all field related work online.

### 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 >> \$50 for one year (as of 7/1/2018)

### How do Field Educators Register? (It's easy)

- Go to [Taskstream.com](https://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 group you with your student's account



# 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

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

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## Competency 2

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

Activity 1 and Target Date	Activity 2 and Target Date

# Competency 3

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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

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Activity 1 and Target Date	Activity 2 and Target Date

# Competency 4

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

Activity 1 and Target Date	Activity 2 and Target Date



# Competency 5

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

Activity 1 and Target Date	Activity 2 and Target Date

# Competency 6

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

Activity 1 and Target Date	Activity 2 and Target Date

# Competency 7

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

Activity 1 and Target Date	Activity 2 and Target Date

# Competency 8

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

Activity 1 and Target Date	Activity 2 and Target Date

# Competency 9

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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

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**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 copy 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)
- Does this activity relate to a "trauma-informed human rights perspective" - you should have at least one or two
- 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.

Students should identify at least one or two activities that relate to a "trauma-informed human rights perspective", a key component of the UB SSW curriculum. You'll see mention of a trauma-informed human rights perspective is mentioned in Competencies 1-9.

Copy and paste the web link below into your browser to find sample activities:

<http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training/learning-contracts-and-performance-evaluations/learning-contract-evaluation-activity-search/advanced-year.html>

Student Name	
Field Educator Name	

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**Use for notes, etc.**



# Competency 1

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

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# Competency 2

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

Activity 1 and Target Date	Activity 2 and Target Date

# Competency 3

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

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# Competency 4

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

Activity 1 and Target Date	Activity 2 and Target Date

# Competency 5

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

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# Competency 6

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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

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Activity 1 and Target Date	Activity 2 and Target Date

# Competency 7

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

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# Competency 8

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

Activity 1 and Target Date	Activity 2 and Target Date



# Competency 9

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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

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**Activity 1 and Target Date**

**Activity 2 and Target Date**

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# 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?

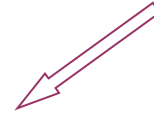
How is each competency (each objective on the learning contract) manifested in this setting? How might they be operationalized?

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	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	—	—	—	—	—	—	—	—	—	—
<b>OVERALL RATING OBJECTIVE #2</b> (Evaluation of Activities Listed Below and Practice Behaviors)	—	—	—	—	—	—	—	—	—	—

**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><b>Key:</b>  <b>AC</b> Advanced Competence  Expertly demonstrates awareness, knowledge and skills as a graduate social work intern</p> <p><b>C</b> Competence  Consistently demonstrates awareness, knowledge and skills as a graduate social work intern</p> <p><b>EC</b> Emerging Competence  Demonstrates beginning awareness, knowledge and skills as a graduate social work intern</p> <p><b>IP</b> Insufficient Progress  Rarely demonstrates awareness, knowledge and skills as a graduate social work intern</p> <p><b>UP</b> Unacceptable Progress  Never demonstrates awareness knowledge and skills as a graduate social work intern</p>
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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)
<b>Advanced Year Field Education Placement</b> Full Time Traditional & Advanced Standing	<b>Field Instruction 3</b> 2 days or 15 hours per week <b>(225 hours)**</b> [Ex. SW 552LEC]	<b>Field Instruction 4</b> 2 days or 15 hours per week <b>(255 hours)**</b> [Ex. SW 553LEC]	<b>480 hours</b>

## 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)
<b>Foundation Year Field Education Placement</b> Full Time & Part Time Traditional  (Field begins in the 5 <sup>th</sup> week of the Fall semester following a 4-week Interventions Lab – see below.)	<b>Field Instruction 1</b> 15 hours per week <b>(165 hours)**</b> [Ex. SW 550LEC] (Begins 5 <sup>th</sup> week of semester)	<b>Field Instruction 2</b> 15 hours per week <b>(255 hours)**</b> [Ex. SW 551LEC]	<b>420 hours</b>
<b>Interventions Lab*</b> (Foundation Students Only)	Interventions Lab (First 4 weeks of Fall Semester only) [Ex. SW 520LLB LAB]	NA	NA
<b>Interventions Class*</b> (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 2018

Advanced Year field begins during the week of	Monday, August 27, 2018
Foundation Classroom Interventions/Field lab begins the week of	Monday, August 27, 2018
Labor Day – UB Observed Holiday (no field/no class)	Monday, September 3
Foundation Year field begins during the week of	Monday, September 24
<b>Advanced Learning Contracts due in Taskstream</b>	<b>Friday, September 21</b>
<b>Foundation Learning Contracts due in Taskstream</b>	<b>Friday, October 19</b>
Fall Field Recess Begins (no field for 1 week)	Mon. Nov. 19 to Sun. Nov 25
<b>Mid-placement Evaluation due in Taskstream --- for Students ---</b> Submit timesheets with anticipated hours thru end of semester	<b>Friday, November 30</b>
<b>Mid-placement Evaluation due in Taskstream --- for Educators ---</b>	<b>Friday, December 7</b>
Fall field ends the week ending (Monday – Sunday)	Sunday, December 16
Winter Field Recess (no field for 2 weeks) Includes: New Year’s Day – UB Observed Holiday (no field)	Mon. Dec. 17 to Tues. Jan. 1, 2019

### Spring 2019

Field placements resume during the week of	Wednesday, January 2, 2019
Field Education Fair	Thursday, January 17
Martin Luther King Day – Observed Holiday (no field)	Monday, January 21
UB Classes begin for Spring Semester	Monday, January 28
UB Spring Recess Begins (no field for 1 week)	Mon. Mar. 18 to Sun. Mar. 24
<b>Final Evaluation due in Taskstream --- for Students ---</b> Submit timesheets with anticipated hours thru end of semester	<b>Friday, April 19</b>
<b>Final Evaluation due in Taskstream --- for Educators ---</b>	<b>Friday, April 26</b>
<b>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.</b>	
Spring field ends the week ending (Monday – Sunday)	Sunday, May 5

- 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)
<b>Advanced Year</b> <b>Field Education Placement</b> Part Time Traditional & Advanced Standing	<b>Field Instruction 3</b> 15 hours per week <b>(255 hours)</b> <i>[Ex. SW 552LEC]</i>	<b>Field Instruction 4</b> 15 hours per week <b>(225 hours)</b> <i>[Ex. SW 553LEC]</i>	<b>480 hours</b>

## Field Calendar

Spring 2019	Advanced Year
Spring field begins during the week of	Wednesday, January 2, 2019
Field Education Fair	Thursday, January 17
Martin Luther King Day – UB Observed Holiday (no field)	Monday, January 21
<b>Learning Contracts due in Taskstream</b>	<b>Friday, January 25</b>
Field Spring Recess Begins (no field for 1 week)	Mon. Mar. 18 to Sun. Mar. 24
<b>Mid-Placement Evaluation due in Taskstream --- for Students ---</b> Submit timesheets with anticipated hours thru end of semester	<b>Friday, April 19</b>
<b>Mid-Placement Evaluation due in Taskstream --- for Educators ---</b>	<b>Friday, April 26</b>
Spring field ends the week ending (Monday – Sunday)	Sunday, May 5
Summer 2019	
Summer field resume during the week of	Monday, May 6
Memorial Day – UB Observed Holiday (no field)	Monday, May 27
Independence Day – UB Observed Holiday (no field)	Thursday, July 4
<b>Mid-Placement Evaluation due in Taskstream --- for Students ---</b> Submit timesheets with anticipated hours thru end of semester	<b>Friday, August 2</b>
<b>Mid-Placement Evaluation due in Taskstream --- for Educators ---</b>	<b>Friday, August 9</b>
<b>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.</b>	
Summer field ends the week ending (Monday – Sunday)	<i>Sunday, August 18</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
- 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

Office of Field Education

School of Social Work

**UB Non Clinical Affiliation Agreement  
Affiliation Agreement Instructions**

Thank you for taking the time to process the following Affiliation Agreement. An agreement should be in place prior to the start of field for the MSW Student.

**Please read the instructions for completing the Affiliation Agreement:**

- 1) Once the agreement is fully executed (signed by all parties) an electronic copy will be emailed to the contact specified in the agreement along with a certificate of insurance.
- 2) Page 1, top of agreement:
  - Agency Name (name will appear on Certificate of Insurance)
  - Full Mailing Address of Principal Office of Agency
- 3) Page 4, item 17 – leave blank.
- 4) Page 5, item 18 “To the Affiliate”:
  - Contact information for the person to receive the electronic the agreement once all signatures are obtained
- 5) Page 5, Signature “Affiliate”
  - Signature and date
  - Print name and title
- 6) Please mail or email the signed copy using the contact information below.

If you have any questions about the process, please feel free to contact us.

**Field Education Office**  
**685 Baldy Hall, Buffalo, NY 14260**  
**(716) 645-1234**  
**[sw-field@buffalo.edu](mailto:sw-field@buffalo.edu)**

**AFFILIATION AGREEMENT  
BETWEEN**

\_\_\_\_\_  
(Affiliate name to appear on certificate of insurance)

**AND**

**UNIVERSITY AT BUFFALO,  
THE STATE UNIVERSITY OF NEW YORK**

This Agreement is made by and between \_\_\_\_\_, including all affiliated sites with its principal office located at \_\_\_\_\_ (hereinafter referred to as "Affiliate") and The State University of New York, an educational corporation organized and existing under the laws of the State of New York, and having its principal place of business located at University Plaza, Albany, New York 12246, for and on behalf of the **UNIVERSITY AT BUFFALO, THE STATE UNIVERSITY OF NEW YORK**, located in Buffalo, New York (hereinafter referred to as "University").

**WHEREAS**, University has undertaken an educational program in the discipline of **Social Work**; and

**WHEREAS**, University and Affiliate desire to have an association for the purpose of carrying out said educational program.

**NOW, THEREFORE**, it is agreed that:

1. 1. The University shall assume full responsibility for planning and executing its educational program in the discipline of **Social Work** including programming, administration, curriculum content, faculty appointments, faculty administration and the requirements for matriculation, promotion and graduation, and shall bear all costs and expenses in connection therewith. The University further agrees to coordinate the program with Affiliate's designee. Attached hereto and made a part hereof as **Exhibit A** is a copy of the curriculum.
2. The University shall be responsible for assigning students to the Affiliate for practical experience. University shall notify the Affiliate one (1) month in advance of the planned schedule of student assignments to practical duties including the dates, number of students and instructors. The schedule shall be subject to written approval by the Affiliate.
3. The University, at its sole cost and expense, shall provide faculty as may be required for the

teaching and supervision of students assigned to the Affiliate for practical experience.

4. The University agrees that at all times students and faculty members are subject to the supervision of the Affiliate and are considered part of the Affiliate's workforce only for purposes of access to and disclosure of protected health information ("PHI") as defined by 45 CFR 164.501. University shall inform students and faculty that they must comply with all rules applicable to both students and faculty while at the Affiliate's facility, and that failure to comply shall constitute a cause for terminating such student's assignment to or such faculty member's relationship with the Affiliate. The Affiliate will provide copies of all policies and procedures to the students and faculty members. The University and Affiliate agree to cooperate with one another's operational, regulatory, licensure and accreditation requirements including but not limited to related surveys, audits, and other reviews.

5. Students and faculty members shall respect the confidential nature of all information that they have access to in accordance with the policies and procedures of the University and the Affiliate. Affiliate acknowledges that the University is a public entity and that Affiliate's proprietary information may be subject to disclosure pursuant to New York State Public Officers Law or other applicable law. The University is an agency of the State of New York, and as such, any and all agreements to which the University is a party are considered public record and subject to disclosure under the New York State Freedom of Information Law ("FOIL").

6. The Affiliate may terminate any student's or faculty member's assignment from the Affiliate when a student or faculty member is unacceptable to the Affiliate for reasons of health, performance, or for other reasons which, in the Affiliate's reasonable judgment and to the extent allowed by law, cause the continued presence of such student or faculty member at the Affiliate not to be in the best interest of the Affiliate. Any such action will be reported by the Affiliate to the University orally and in writing.

7. The Affiliate, as it deems necessary and proper, shall make available for student experience classrooms and other facilities, including equipment and supplies, libraries, and cafeteria facilities, consistent with its current policies in regard to availability. The Affiliate shall also provide orientation for the University faculty and students.

8. The Affiliate shall have no responsibility for the transportation of faculty or students.

9. Except as set forth in Paragraph 4 of this Agreement, students and faculty members shall not be deemed to be employees, servants or agents of the Affiliate, but shall be considered invitees.

Neither party shall pay the other any compensation or benefits pursuant to this Agreement. The

parties acknowledge that the Affiliate is not providing any insurance, professional or otherwise, covering any students or faculty members.

10. The University agrees that it shall secure Workers' Compensation Insurance for the benefit of all faculty and other University employees required to be insured by Workers' Compensation Law, and shall maintain such coverage throughout the duration of this Agreement. For the purposes of Workers' Compensation Law, no student or faculty member is to be considered an employee, servant or agent of the Affiliate.

11. Subject to the availability of lawful appropriations and consistent with the New York State Court of Claims Act, University shall hold the Affiliate harmless from and indemnify it for any final judgment of a court of competent jurisdiction for the University's failure to perform its obligations hereunder or to the extent attributable to the negligence of the University or of its officers or employees when acting within the course and scope of this Agreement.

12. The Affiliate shall indemnify and hold harmless the University, its officers, employees and agents from and against any and all damages, claims, losses and/or expenses (including reasonable attorney's fees) which may finally be assessed against the University in any action arising out of the acts or omissions of the Host under this Agreement. The State of New York reserves the right to join in any such claim, demand or suit, at its sole expense, when it determines there is an issue involving a significant public interest.

13. University shall maintain during the term of this Agreement liability insurance, in amounts not less than \$3,000,000 for bodily injury and property damage combined single limit; and the Affiliate is to be additionally named insured under such liability policy or policies. The persons insured under such policy or policies shall be the students of the State University of New York with respect to liability arising out of their participation in the program carried out under this Agreement. The University's faculty members are covered by the defense and indemnification provisions of section 17 of the Public Officers Law with respect to liability arising out of their participation in the clinical program carried out under this Agreement. The University agrees to notify the Affiliate in writing no less than ten (10) days written notice prior to the cancellation, modification or non-renewal of any insurance coverage. Notwithstanding the foregoing, the Affiliate shall remain liable for direct damages resulting from its negligence.

14. It is mutually agreed that neither party shall discriminate on the basis of race, color, national origin, religion, creed, age, disability, sex, gender identity, gender expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence

victim status, or criminal conviction.

15. In accordance with the provisions of the Family Educational Rights and Privacy Act (“FERPA”), in order for the University to share information about the student from the student’s educational records, the Affiliate must agree not to disclose the information to a third party without the student’s consent, and to use the information only for the purposes for which it was disclosed.

16. This agreement shall be governed by the laws of the State of New York without regard to conflict of law provisions. Any dispute arising under this Agreement shall be resolved in a court of competent jurisdiction in the State of New York. This Agreement contains the entire understanding of the parties with respect to the matters contained herein.

17. The effective date of this Agreement shall be \_\_\_\_\_ and shall continue in full force and effect until terminated as set forth in this paragraph. This Agreement may be terminated by either party upon ninety (90) days written notice to the other, provided, however, that no such termination shall take effect until the students already placed in the program have completed their scheduled clinical training.

18. For purposes of written notification:

To the UNIVERSITY  
University at Buffalo, State University of New York  
Attn: Office of the Vice President for Health Sciences  
955 Main Street, Suite 6190  
Buffalo, New York 14203

**To the Affiliate** (Name of person to receive fully executed copy of agreement)

Contact Name \_\_\_\_\_  
Phone ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_  
Email \_\_\_\_\_  
Affiliate Name \_\_\_\_\_  
Street Address \_\_\_\_\_  
City, State and Zip \_\_\_\_\_

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement as of the dates set forth below:

**UNIVERSITY AT BUFFALO  
THE STATE UNIVERSITY OF NEW YORK**

By: \_\_\_\_\_  
**Michael E. Cain, MD** Date  
Vice President for Health Sciences and  
Dean, Jacobs School of Medicine and  
Biomedical Sciences

By: \_\_\_\_\_  
**Nancy J. Smyth, PhD, LCSW** Date  
Dean, School of Social Work

**AFFILIATE:**

By: \_\_\_\_\_  
Signature Date

Name: \_\_\_\_\_

Title: \_\_\_\_\_



University at Buffalo, State University of New York  
School of Social Work

**FOUNDATION FIELD EDUCATION PLACEMENT  
SW550 (Field I) and SW551 (Field II)**

**Course Description**

Three credit hours are required for the first semester and four credit hours for the second semester for students in their foundation year placement in the MSW program. A minimum of 420 clock hours are required to complete Field I & II, including 165 hours in the first semester and 255 hours in the second semester. Field I & II are completed as the Foundation Year Field Placement. Both semesters must be successfully completed consecutively in order to get credit for the Advanced Year Field Placement.

**Co-requisites**

SW520, Interventions I, is a co-requisite for Foundation Field Education Placement I, SW 550  
SW521, Interventions II, is a co-requisite for Foundation Field Education Placement II, SW 551

**Course Objectives**

**Objectives 1-9 are connected to the foundation field placement setting.**

**1. Demonstrate ethical and professional behavior.**

*Component Behaviors/ Expected Outcomes*

- a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- b. Articulate the value base of the social work profession, its ethical standards, and relevant laws including the NASW Code of Ethics.
- c. Describe possible resolutions in resolving ethical conflicts using a trauma-informed and human rights perspective.
- d. Articulate the links among social work ethics, the core values of trauma-informed care, and universal human rights.
- e. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- f. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- g. Critically evaluate the rationale for adhering to professional social work roles and boundaries in diverse practice situations.
- h. Describe how technology can be used to ethically facilitate practice outcomes at micro, mezzo, and macro levels, and locally, nationally and globally.
- i. Critically analyze both facilitators and barriers to accessing and utilizing technology to enhance practice outcomes.

- j. Use supervision and consultation to guide professional judgment and behavior, and exhibit openness in receiving feedback.
- k. Identify the importance of self-care in professional social work practice.
- l. Understand elements of ethical leadership.
- m. Understand social work's responsibility to provide leadership that honors trauma-informed and human rights perspectives.

## **2. Engage diversity and difference in practice.**

### *Component Behaviors/ Expected Outcomes*

- a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- b. 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.
- c. Describe the potential for policy, research, theory, and practice to perpetuate or redress social injustice and human rights violations.
- d. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- e. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

## **3. Advance human rights and social, economic and environmental justice.**

### *Component Behaviors/ Expected Outcomes*

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

## **4. Engage in practice-informed research and research-informed practice.**

### *Component Behaviors/ Expected Outcomes*

- a. Use practice experience and theory to inform scientific inquiry and research.
- b. Describe ethical scientific approaches to building knowledge.

- c. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- d. Utilize research generated by diverse (e.g., culturally-grounded, interdisciplinary, international) sources.
- e. 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.

**5. Engage in policy practice.**

*Component Behaviors/ Expected Outcomes*

- a. 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.
- b. Assess how social welfare and economic policies impact the delivery of and access to social services.
- c. 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.
- d. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- e. Collaborate with colleagues and client systems for effective policy action.

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

*Component Behaviors/ Expected Outcomes*

- a. 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.
- b. Use empathy, reflection, interpersonal skills, and a trauma-informed and human rights perspective to effectively engage diverse clients and constituencies.

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

*Component Behaviors/ Expected Outcomes*

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- b. 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.

- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies.
- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

*Component Behaviors/ Expected Outcomes*

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

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

*Component Behaviors/ Expected Outcomes*

- a. Match goals and objectives to methods for evaluation of outcomes.
- b. 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.
- c. Articulate a rationale for selecting particular methods of evaluation based on theoretical frameworks.
- d. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- e. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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**MASTER SYLLABUS**  
University at Buffalo, State University of New York  
School of Social Work

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**Master Syllabus**  
**SW 552 & 553**

**Field III and IV**  
**Advanced Year Field Education Placement**

**Course Description:**

Three credit hours are required for the first semester and four credit hours for the second semester for students in their advanced year placement in the MSW program. A minimum of 480 clock hours are required to complete Field III & IV including 225 hours in the first semester and 255 hours in the second semester. Field III & IV are completed as the Advanced Year Field Placement. Both semesters must be successfully completed consecutively in order to get credit for the Advanced Year Field Placement.

**Course Objectives:**

The following are nine core learning objectives required of all advanced year students in field placements.

The student will:

**1. Demonstrate ethical and professional behavior.**

*Component Behaviors/ Expected Outcomes*

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

## **2. Engage diversity and difference in practice.**

*Component Behaviors/ Expected Outcomes*

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

## **3. Advance human rights and social, economic and environmental justice.**

*Component Behaviors/ Expected Outcomes*

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

## **4. Engage in practice-informed research and research-informed practice.**

*Component Behaviors/ Expected Outcomes:*

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

## **5. Engage in in policy practice.**

*Component Behaviors/ Expected Outcomes:*

- a. Analyze social policy at the local, state, and federal levels from a trauma-informed and human rights perspective.

- b. 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.
- c. Engage in policy practice that is informed by a trauma-informed and human rights perspective.

**6. Engage with individual, families, groups, organizations, and communities.**

*Component Behaviors / Expected Outcomes*

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

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

*Component Behaviors / Expected Outcomes*

- a. 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.
- b. Articulate a theory- and evidence-based rationale for selecting an assessment strategy.
- c. Demonstrate the ability to collaborate with client systems in order to develop innovative and creative intervention goals and objectives.

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

*Component Behaviors / Expected Outcomes*

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

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

*Component Behaviors / Expected Outcomes*

- a. Assess organizations' outcome evaluation processes for best practices, particularly with vulnerable populations.
- b. Measure progress based on mutually agreed upon goals and evaluation methods.

- c. Demonstrate the ability to select particular methods of evaluation based on theoretical frameworks that are culturally and developmentally appropriate.
- d. Apply interdisciplinary knowledge and methods consistent with evidence-based, trauma-informed, and human rights perspectives to evaluate practice.
- e. Use a trauma-informed and human rights perspective to evaluate practice.
- f. Engage in a continuous process of evaluation.



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6/11/2018

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