



*SCHOOL OF SOCIAL WORK*

# FIELD EDUCATION MANUAL

2010-2011

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*The UB School of Social Work field education program benefits from the contributions of many individuals.*

*A special thanks to members of our Field Community Advisory Board and to our field supervisors whose expertise helps to ensure a quality program for our students. Their time and experience make it possible for students to develop into more responsive, skilled and ethical practitioners.*

*Laura Lewis, ACSW, LMSW  
Director of Field Education*

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## **OFF CAMPUS (EXTENSION) PROGRAMS CONTACT INFORMATION**

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*(Students in the MSW Extension Programs may contact their respective Off-Campus Coordinator for any field related questions.)*

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**UNIVERSITY AT BUFFALO – SCHOOL OF SOCIAL WORK**  
**Field Education Calendar for MSW Internships**

**Internship Minimum Hours Per Week and Semester**

<b>Program Type</b>	<b>Fall Hours Per Week</b>	<b>Spring Hours Per Week</b>	<b>Fall Total Minimum Hours</b>	<b>Spring Total Minimum Hours</b>	<b>Total Hours in Field (Fall + Spring)</b>
<b>Full-time Traditional &amp; Advanced Standing:</b> Advanced Year Field Education Placement	2 days or 15 hours per week	2 days or 15 hours per week	225	255	480
<b>Full-time &amp; Part-time Foundation:</b> Foundation Year Field Education Placement (Field begins in the 5 <sup>th</sup> week of the Fall semester following a 4-week Interventions/Field lab.)	2 days or 15 hours per week	2 days or 15 hours per week	165	255	420
<b>Full-time &amp; Part-time Foundation:</b> Foundation Field Education Placement Seminar	3 sessions	4 sessions	6	8	14

**Field Calendar**

<b>Fall 2010</b>	<b>Full-time Advanced Year Placement Students</b>	<b>Full-time &amp; Part-time Foundation Year Placement Students</b>
<i>Advanced Year field placements begin during the week of</i>	<i>Monday, August 30, 2010</i>	
Classroom Interventions/Field lab begins the week of		Monday, August 30, 2010
Labor Day – Observed Holiday (no field)	<i>Monday, September 6</i>	
Rosh Hashanah – Observed Holiday (no field)	<i>Wednesday, September 8 after 6 pm until September 9 at 6 pm</i>	Wednesday, September 8 after 6 pm until September 9 at 6 pm
Yom Kippur – Observed Holiday (no field)	<i>Friday, September 17 after 6 pm until September 18 at 6 pm</i>	Friday, September 17 after 6 pm until September 18 at 6 pm
Foundation field placements begin during the week of		Monday, September 27
<b>Learning Contracts due to Faculty Liaison</b>	<b><i>Tuesday, September 28</i></b>	<b>Tuesday, October 26</b>
Fall Field Recess Begins (no field)	<i>Wednesday, November 24</i>	Wednesday, November 24
Field placements resume during the week of	<i>Monday, November 29</i>	Monday, November 29
<b>Mid-placement Evaluation due to Faculty Liaison</b>	<b><i>Friday, December 17</i></b>	<b>Friday, December 17</b>
Field ends the week ending (Monday – Sunday)	<i>Sunday, December 19</i>	Sunday, December 19
Winter Field Recess Begins	<i>Tuesday, December 21</i>	Tuesday, December 21
<b>Spring 2011</b>	<b>Full-time Advanced Year Placement Students</b>	<b>Full-time &amp; Part-time Foundation Placement Students</b>
Field placements resume during the week of	<i>Monday, December 27, 2010</i>	Monday, December 27, 2010
New Year's Day - Observed Holiday (no field)	<i>Saturday, January 1, 2011</i>	Saturday, January 1, 2011
Martin Luther King Day – Observed Holiday (no field)	<i>Monday, January 17</i>	Monday, January 17
Field Education Day	<i>Thursday, February 10</i>	Thursday, February 10
Spring Recess Begins (no field)	<i>Monday, March 14</i>	Monday, March 14
Field placements resume during the week of	<i>Monday, March 21</i>	Monday, March 21
<b>Final Evaluation due to Faculty Liaison</b>	<b><i>Friday, April 22</i></b>	<b>Friday, April 22</b>
Field ends the week ending (Monday – Sunday)	<i>Sunday, May 1</i>	Sunday, May 1

UNIVERSITY AT BUFFALO – SCHOOL OF SOCIAL WORK  
**Field Education Calendar for MSW Internships**

**Field Calendar Guidelines**

- The actual day of the week that field placement begins/ends is determined by the schedule arranged between the student and the field agency.
- The Foundation Field Integrative Seminar integrates foundation curriculum content and students' experiences in the field.
- Students are generally expected to be at their field placement site for a regular 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

- Students are not required to be in field for Fall and Winter Field Recess and Spring Recess. They do not need to make up time for missing field during these periods. However, students in 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.
- If a student's placement day falls on an **Observed Holiday**, 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 week or by extending the placement as needed.
- Students may need to work their field placement hours around their final exams.
- Please note that the field placement resumes before classroom instruction begins in the Spring semester.

**UNIVERSITY AT BUFFALO – SCHOOL OF SOCIAL WORK**  
**Field Education Calendar for MSW Internships**

**Internship Minimum Hours Per Week and Semester**

<b>Program Type</b>	<b>Spring Hours Per Week</b>	<b>Summer Hours Per Week</b>	<b>Spring Total Minimum Hours</b>	<b>Summer Total Minimum Hours</b>	<b>Total Hours in Field (Spring + Summer)</b>
<i>Part-time Traditional &amp; Advanced Standing: Advanced Year Field Education Placement</i>	2 days or 15 hours per week	2 days or 15 hours per week	255	225	480

**Field Calendar**

<b>Spring 2011</b>	<i>Part-time Advanced Year Placement Students</i>
Field placements begin during the week of	<i>Monday, December 27, 2010</i>
New Year's Day - Observed Holiday (no field)	<i>Saturday, January 1, 2011</i>
Martin Luther King Day – Observed Holiday (no field)	<i>Monday, January 17</i>
<b>Learning Contracts due to Faculty Liaison</b>	<b><i>Tuesday, January 25</i></b>
Field Education Day	<i>Thursday, February 10</i>
Spring Recess Begins (no field)	<i>Monday, March 14</i>
Field placements resume during the week of	<i>Monday, March 21</i>
<b>Mid-Placement Evaluation due to Faculty Liaison</b>	<b><i>Friday, April 22</i></b>
Field ends the week ending (Monday – Sunday)	<i>Sunday, May 1</i>

<b>Summer 2011</b>	<i>Part-time Advanced Year Placement Students</i>
Field placements resume during the week of	<i>Monday, May 2</i>
Memorial Day - Observed Holiday (no field)	<i>Monday, May 30</i>
Independence Day – Observed Holiday (no field)	<i>Monday, July 4</i>
<b>Final Evaluation due to Faculty Liaison</b>	<b><i>Friday, July 29</i></b>
<b>Please note, the Final Evaluation is due <u>before</u> the end of field. However, students are required to attend field three more weeks after this to meet their hourly requirement. Failure to comply can result in a change of grade for Field Placement.</b>	
Field ends the week ending (Monday – Sunday)	<i>Sunday, August 14</i>

UNIVERSITY AT BUFFALO – SCHOOL OF SOCIAL WORK  
**Field Education Calendar for MSW Internships**

**Field Calendar Guidelines**

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- The Foundation Field Integrative Seminar integrates foundation curriculum content and students' experiences in the field.
- Students are generally expected to be at their field placement site for a regular 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

- Students are not required to be in field for Fall and Winter Field Recess and Spring Recess. They do not need to make up time for missing field during these periods. However, students in 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.
- If a student's placement day falls on an **Observed Holiday**, 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 week or by extending the placement as needed.
- Students may need to work their field placement hours around their final exams.
- Please note that the field placement resumes before classroom instruction begins in the Spring semester.

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## INTRODUCTION

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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 350 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. The 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.

This manual has been prepared as a guide to field education curriculum, policies, and procedures. It is intended to provide information about the various roles and expectations of those involved in the agency-school partnership in the education of UB's MSW students. This manual, together with the School of Social Work Student Handbook, the School of Social Work Website, and the School of Social Work Information Site on UB Learns is intended to provide a comprehensive guide to the MSW program. If you have any questions specific to your Field Education experience please contact your assigned Faculty Liaison.

The School appreciates the commitment of the agencies and field educators involved in training our students. Without this investment, we would be unable to prepare MSW students for entry into the profession. Please feel free to direct any questions or suggestions regarding this manual to the Field Education Department.

Policies and procedures in the field manual reflect our program's dedication to excellence and ethics in Social Work education. Any revisions represent our ongoing commitment to continuous quality improvement.

The Field Education Staff welcomes you to our program. We look forward to working with you.

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## UB SCHOOL OF SOCIAL WORK MISSION STATEMENT

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### **The *Vision* of the University at Buffalo School of Social Work:**

The diverse community of UB's School of Social Work is unified by our *vision* of a better society achieved through the generation and transmission of knowledge, promotion of social justice, and service to humanity.

### **The *Mission* of the University at Buffalo School of Social Work:**

In our teaching, research, and service we strive to:

- educate future social workers who will lead the profession regionally, nationally and internationally
- facilitate critical inquiry into and analysis of the causes and consequences of social problems and injustice;
- produce innovative, theoretically-based and empirically-sound means of alleviating and rectifying such problems and injustices through policy and practice;
- provide professional leadership in resolving critical social, economic, and political challenges;
- be responsive and responsible members of our university, regional, national, and global communities; and
- honor the inherent dignity, rights, and strengths of all individuals, families, and communities.

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## MSW CURRICULUM

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It is essential for field educators and students to understand how the field education component of the MSW program interfaces with all other courses to ensure successful integration between field and academic courses. A full description of the curriculum can be found in *Appendix A*.

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### STRUCTURE OF THE FIELD EDUCATION PROGRAM

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*(See also Field Program Structure Table on Page 5.)*

#### ➤ Regular Full-time Program

Students in the regular full-time program (including BA/MSW & MBA/MSW students) complete two field placements. All placements are completed concurrently with course work. A minimum of 420 hours is required for the first field placement, and a minimum of 480 hours for the second field placement, for a total of 900 hours, as required by the Council on Social Work Education (CSWE).

The first (foundation) placement is designed to provide a generalist experience allowing students to develop basic social work skills in a broad range of social work activities. The second (Advanced Year) field placement takes place in a setting that provides a focus on developing advanced skills in the student's area of chosen Advanced Year.

Foundation placements span two consecutive semesters for two days (15 hours) per week. SW 550 (Field I) is taken in the Fall semester and SW 551 (Field II) is taken in the Spring semester. Students begin foundation placements after a 20-hour classroom Interventions Lab during the first four weeks of the fall semester. The Interventions Lab is designed to prepare students for the field placement experience. Foundation field (SW 550 & 551) thus consist of: 1) Field Placement; and 2) Field Practicum Seminar. Foundation students are also required to participate in Foundation Field practicum seminar.

Students in the Advanced Year practicum are in placement two days (15 hours) per week for two consecutive semesters. Full-time students complete this placement during Fall (SW 552) and Spring (SW 553) semesters.

Full time students are generally expected to be at their field placement site for a regular 8-hour day during the normal work week (Monday-Friday). This is based on 7.5 field hours with a half-hour lunch break that is not counted toward field hours. An alternate schedule can be arranged if the placement site requests.

A block placement option is newly available for Advanced Year placement to allow for out-of-state and international placements. A minimum of 480 hours must be completed in one semester, which is generally the student's final semester of the program (Spring *or* Summer). See "International, Out-of-Region and Regional Immersions Placements", and "*Procedures for Requesting International Placements*". *The Applied Study Abroad course (SW 548) is comparable in content to the advanced year field course (SW 553 and/or SW 554). Students completing fieldwork overseas will be registered accordingly.*

### ➤ **Part-time Program**

Students in the part-time program (including off-campus students) complete two field placements. All placements are completed concurrently with course work. A minimum of 420 hours is required for the first field placement, and a minimum of 480 hours for the second field placement, for a total of 900 hours, as required by the Council on Social Work Education (CSWE).

The first (foundation) placement is designed to provide a generalist experience allowing students to develop basic social work skills in a broad range of social work activities. The second (Advanced Year) field placement takes place in a setting that provides a focus on developing advanced skills in the student's chosen area.

The part-time program foundation field placement begins in the fourth semester. Students begin foundation placements after a 20-hour classroom Interventions Lab during the first four weeks of the fall semester. The

Interventions Lab is designed to prepare students for the field placement experience. The foundation placement spans two consecutive semesters, two days or 15 hours per week. SW 550 (Field I) is taken in the fall semester and SW 551 (Field II) is taken in the spring semester.

The Advanced Year placement is two days or 15 hours per week for two consecutive semesters. Part-time students complete their Advanced Year placement in the Spring (SW 552) and Summer (SW 553) semesters. While placement hours can be arranged to span across several days, it is essential that the hours of placement provide learning opportunities that will meet the educational integrity of the field placement experience.

### ➤ **Advanced Standing Program – Full and Part-time**

Students accepted into the advanced standing program complete one field placement focusing on their area of Advanced Year. The initial placement is waived with the understanding that they have completed a foundation level field placement via their CSWE accredited BSW program. The total minimum required hours are 480.

The Advanced Year placement is two days or 15 hours per week for two consecutive semesters. Full-time Advanced Standing students complete their Advanced Year placement in the Fall (SW 552) and Spring (SW 553) semesters. Part-time Advanced Standing students complete their Advanced Year placement in the Spring (SW 552) and Summer (SW 553) semesters.

If students are at their field placement site for a regular 8-hour day, they are expected to have a half-hour lunch break that is not counted toward field hours. Therefore, the time counted toward field would be 7.5 hours.

### ➤ **JD/MSW Program**

Students in the JD/MSW program may choose to begin the four-year degree-program either in the Law School or the School of Social Work. Students in this program complete one field placement in the School of Social Work and a second placement in the Law Clinic.

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**FIELD EDUCATION PROGRAM STRUCTURE TABLE**

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<u>Program Type</u>	<u>Number of Placements</u>	<u>Minimum Total Required Hours</u>	<u>Semester Time Periods For Placements</u>	<u>School of Social Work Course Numbers</u>	<u>Field Placement Type</u>	<u>Minimum Weekly Hours for Field Placement</u>
Regular Full-time	2	900	Foundation Year = Fall ( <i>after 4-wk Int. lab</i> ) & Spring ( <i>begins before classes</i> ) (420 minimum hours)	(Field I) SW 550 (Field II) SW 551	Foundation Year Advanced Year	2 days or 15 hours per week (for both placements)
Part-time			Advanced Year = Fall & Spring ( <i>begins before classes</i> ) (480 minimum hours)	(Field III) SW 552 (Field IV) SW 553		
Full-time Advanced Standing	1	480	Foundation Year = Fall ( <i>after 4-wk Int. lab</i> ) & Spring ( <i>begins before classes</i> ) (420 minimum hours)	(Field I) SW 550 (Field II) SW 551	Advanced Year	2 days or 15 hours per week
Part-time Advanced Standing			Advanced Year = Spring & Summer (480 minimum hours)	(Field III) SW 552 (Field IV) SW 553		

➤ **Independent Study Connected to Additional Time in Field**

Students in their Advanced Year field placement occasionally elect to do a third day in field in the second semester. Students may elect to do this for an enhanced learning experience without requesting additional credit for this time. If however, a student wishes to gain extra credit for additional time in field, they must register for an *Independent Study* and follow the criteria listed below.

➤ **Independent Study Criteria:**

1. A student cannot get additional credit simply by being at field for a 3<sup>rd</sup> day doing the same activities.
2. The *Independent Study* must produce a “product” that can be graded. This will be a totally separate grade from the field placement. An *Independent Study* requires a letter grade (A, B, C) as opposed to a “S” (satisfactory) or “U” (unsatisfactory) grade earned for field.
3. Students may choose to do a variety of activities related to the additional field day. Examples of such activities may include: developing and implementing a psychoeducational group for clients at the agency; developing a resource directory for the agency, or doing a literature review or research paper on a particular intervention to be used with consumers at the agency.)
4. Students who choose to gain *Independent Study* credit connected to their field placement should first discuss this option with their agency field educator for approval.
5. Once approved by the field educator, the student should discuss the option with their faculty liaison.
6. Next, a written proposal should be submitted to the faculty liaison who will be responsible to oversee and provide a grade for the *Independent Study*.
7. The proposal should outline what the *Independent Study* involves and how many credits the student wishes to register for (from 1 to 3 credits) depending on the amount of work involved in the project.
8. The proposal should be signed by the agency field educator who acknowledges he or she is aware of the proposal and is in agreement with the proposal.
9. Once approved by the faculty liaison, a copy of the proposal should be submitted to the Field Education Department.
10. If the faculty liaison agrees to the *Independent Study*, he or she writes a note giving the student permission to register. The student takes the note to the Admission’s Office to acquire the professor’s *Independent Study* registration number.
11. The student then registers.

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**THE CONTENT OF FIELD EDUCATION**

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➤ **1. Interventions I Lab**

*Course Description:* The Interventions I Lab is designed as a companion to the Interventions I course and will provide a foundation for students entering the first (foundation) field placement. The goal of the Lab is to introduce the students to professional social work practice in order to achieve readiness for their own practice as beginning generalist social workers. The Interventions I Lab is a required 20-hour lab. Students attend the lab two times per week during the first four weeks of the semester prior to entering their foundation field placement. The Lab is co-taught by Interventions I faculty and Field Education Staff.

Students attend the regular weekly Interventions I class sessions concurrent with the lab sessions. Readings for the lab are integrated with the Intervention I class content. Students are expected to have

read any course material assigned and participate fully in class/lab discussions and exercises. Much of the lab will focus on actual skill acquisition through role-plays and videotape observation and feedback.

Objectives - After successfully completing the Interventions I Lab students will be able to:

1. describe and individualize the expectations of field placement as part of their learning,
2. identify client systems, paying attention to vulnerable populations and populations at risk,
3. demonstrate an understanding of social work values and ethical standards,
4. implement empirically based beginning interpersonal skills noting differential application based on diversity,
5. identify social work roles at all levels of practice as they connect to placement experience,
6. utilize agency and community based resources for service to client systems,
7. create and implement safety strategies for personal and client protection,
8. initiate a literature search for assistance in addressing client system needs.

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## FIELD EDUCATION LEARNING CONTRACT

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**Note:** Beginning Fall 2009 – Learning Contracts and Evaluations are combined into one single form.

The School of Social Work has implemented a structured learning contract form to assist field educators and students in the process of developing a plan for successful learning that integrates classroom knowledge with field education experiences.

### ➤ **Understanding Field Education Learning Objectives and Expected Outcomes**

A set of Competencies/ Learning Objectives and Expected Outcomes/ Practice Behaviors have been identified for the foundation field placement and for placement in Advanced Year. The purpose of the learning objectives and outcomes is as follows:

- 1) To provide an organizing framework for the field education experience and a guideline for developing the learning contract. Each of the Objectives or Competencies and a set of specific Outcomes or Practice Behaviors are included in every learning contract.
  - The objectives/competencies are the main areas of learning (i.e. learning about professional self, organization, community, developing skills in engagement, assessment, interventions and communication).
  - The outcomes/practice behaviors are listed under each learning objective which define what is meant by the objective and what students are required to be able to do in order to achieve the learning objective. The outcomes for the foundation placement reflect generalist, foundational learning expectations while outcomes for each Advanced Year articulate how the objectives will be met at an advanced level related to that area of Advanced Year.
- 2) To identify/reflect a core or common denominator of values, knowledge, and intervention skills that underpins all social work practice. The competencies/ objectives provide a common base, transferable across settings, population groups and problem areas.
  - Students must meet the identified learning objectives regardless of whether the field placement setting focuses on interventions with individuals, families, groups, organizations, or communities. The learning activities identified will be reflective of the practice in each specific field placement setting. All students must develop engagement and assessment skills. A field placement which focuses on community development in an outreach project will provide a setting for the student to learn to engage and assess, even though the

application of those skills may differ from those used by a student providing services in a clinical setting.

➤ **Foundation Placement Field Education Learning Contract**

The learning objectives, outcomes and activities for the foundation practicum incorporate content from a range of curriculum areas including social work practice, values and ethics, social and economic justice, human behavior and the social environment, organizational behavior, social welfare policy and services, social work research methods, and diversity. Through classroom and field experiences, students will become knowledgeable about human social problems and develop skills in a variety of generalist intervention methods for addressing these problems. Assignments in the foundation practicum should provide opportunities to work with a range of systems (individuals, families, groups, organizations, and communities).

➤ **Advanced Year Placement Field Education Learning Contract**

The learning objectives/competencies, outcomes/practice behaviors and activities for the Advanced Year (advanced) practicum incorporate knowledge, values and skills gained via the foundation curriculum as well as the integration of practice, policy and research knowledge related to the student's area of Advanced Year.

The purpose of the field and classroom curriculum is to prepare students for advanced generalist social work practice in their area of Advanced Year.

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## **GUIDELINES FOR COMPLETING LEARNING CONTRACT**

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In addition to learning objectives/competencies and outcomes/practice behaviors, the learning contract provides a format that allows for planning, monitoring, and evaluating the student's progress in their field practicum experience. It reflects the synthesis of input from the School, the student, and the field educator. It is important to develop the learning contract early on as it provides direction and the foundation of what will be expected and learned.

**Please follow these basic steps for completing and utilizing the Learning Contract:**

**Step 1: Joint Review of Learning Objectives, Expected Outcomes and Suggested Tasks/Activities**

- The field educator and student jointly review the Field Education Learning Objectives/Competencies, Expected Outcomes/ Practice Behaviors and Suggested Activities identified by the School of Social Work.

**Step 2: Assessment of Student's Learning and Available Agency Activities**

When deciding which suggested tasks to choose and what additional site specific tasks to add, please consider the following:

- The field educator provides an orientation to the agency/organization and discusses with the student, learning opportunities or projects available in various agency programs.
- The contract should be **completed jointly** by the student and field educator based on the particular learning needs of the student and the opportunities available in the specific field placement setting.
- The student provides input on any particular areas of learning they are seeking. These may include their areas of strengths as well as those areas that need further development.



- The learning needs of the student should be based on an educational assessment of the student. This assessment of individualized learning needs should include a discussion of the following:
  - 1) the student's previous academic and life experiences, including volunteer and work experience
  - 2) the student's learning style
  - 3) the student's career aspirations in the social work profession
  - 4) mutual expectations
  - 5) the educational objectives identified on the syllabi of their current courses

The student, together with the field educator, identify assignments, tasks and activities available to address the expected outcomes under each of the required Field Education Learning Objectives listed on the Learning Contract Form.

Foundation Placement

Activities/assignments identified for Foundation Placement students should reflect opportunities for generalist practice. Suggested activities can be found on the SSW website under Field Education > Essential Forms > Learning Contracts or use the link <http://www.socialwork.buffalo.edu/msw/field/learn.asp>

- *When site-specific activities/tasks are identified they should be written in behavioral terms using verbs such as: read, attend, complete, present, write, interview, etc. Student and field educator should discuss how the student will be evaluated on these activities. Methods of evaluation should be included as well as target dates for completion. Methods may include direct observation, process recording, audio or video recording, etc.*

**Step 3: Review, Signing and Forwarding of the Learning Contract:**

- The field educator and student review, sign and date the Learning Contract Form.
- A copy of the signed contract should then be sent to the assigned faculty liaison by the date identified in the Field Education Calendar (usually by the 4<sup>th</sup> week of the field placement).
- Foundation year students may also be required to provide a copy of the contract to their Interventions I faculty.

**Step 4: Utilization of the Learning Contract:**

- The field educator and student should each retain a copy of the learning contract to use as a tool throughout the field placement. The learning contract is a **working document** that guides the learning experiences and provides the basis for the student's evaluation.
- Contracts should be reviewed at regular intervals during supervision sessions to assess whether the student and field educator are on track with the learning process. It may be updated as needed to amend or add new learning tasks. The identified target dates should provide guidance. Completion dates should be filled in once the task is accomplished.
- Contracts should always be reviewed at the end of the first semester (mid-point of placement) prior to completing the student Performance Evaluation.
- While the learning contract developed at the beginning of the placement is designed to cover learning assignments throughout the entire two semester placement, an addendum may be developed for the 2<sup>nd</sup> semester to incorporate areas identified during the review or field assignments related to coursework in the 2<sup>nd</sup> semester. This may involve checking additional suggested tasks to complete or adding additional site-specific tasks.
- The faculty liaison should be notified of any major changes in the contract during the placement.

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**FOUNDATION YEAR CONTRACT**

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[All forms can be found on the SSW website.](#)

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**ADVANCED YEAR CONTRACT**

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[All forms can be found on the SSW website.](#)

[www.socialwork.buffalo.edu](http://www.socialwork.buffalo.edu)

All forms can be found on the SSW website. Visit the website for Learning Contract activities and other helpful resources.

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## EVALUATION OF STUDENT PERFORMANCE

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The field educator provides a written evaluation at the midpoint and end of the field placement using a [\*Field Learning Contract/Evaluation Form\*](#) provided by the School.

Performance evaluation is an ongoing process throughout the placement. It is an important component of the student's learning process. The written evaluation should not contain anything that has not already been discussed with the student. It is not fair to the student to receive negative feedback for the first time at the end of the placement when they haven't had a significant opportunity to address the problem areas. (As a reminder, if there are concerns about performance, please contact the Faculty Liaison as soon as possible.)

The *Field Learning Contract/Evaluation Form* is due at mid placement and at the end of the placement. Mid placement evaluations are essential to provide feedback on progress and to outline areas needing continued improvement.

These forms are available on the School of Social Work Website - [www.socialwork.buffalo.edu](http://www.socialwork.buffalo.edu). Once at the website, click on *Field Education*, then *Essential Forms* to access available forms.

The evaluation outlines the student's performance in each of the seven objective areas. This is based on a review of the learning contract to reflect student's progress in the agreed upon areas of skill development.

At the end of the first semester (mid-placement evaluation), if a student earns a rating of IP (Insufficient Progress or UP (Unacceptable Progress) in several of the outcome areas, it is expected that a plan be identified with the student to improve over the upcoming semester. This plan should be discussed with the faculty liaison.

At the end of the first semester, if a student earns a rating of IP or UP in a significant number of outcome areas, it is an indication that it is unlikely that they have the basic skills to successfully move forward. Therefore, a grade of "U" should be recommended. If a "U" grade is assigned, please refer to "Review of Field Failures" Policy and Procedure (Appendix H).

At the time of the final evaluation, students are expected to demonstrate an ability to understand and practice a significant majority of the outcomes (as designated by ratings of EC, C, or AC) on the Learning Contract.

**A field educator must submit a written evaluation of the student's progress in order for the faculty liaison to assign a grade. Therefore, it is of great importance that the field educator complete and submit the *Field Contract Evaluation Form* by the identified due date each semester during placement.** (Refer to the Field Education Calendar for mid placement and final evaluation deadlines.)

The *Field Learning Contract Evaluation Form* must be reviewed with the student, signed, and dated by both student and field educator, and forwarded to the faculty liaison. Please notify the faculty liaison as soon as possible if there is any reason that the *Field Learning Contract Evaluation Form* will not be complete by the due date.

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## LEVELS OF PERFORMANCE

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### ➤ **Acceptable Level of Performance**

A student with an acceptable level of performance may be characterized by more or less even, progressive movement over the year. 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 in all areas, with the ability to begin to integrate theory and practice.

### ➤ **Very Good or Outstanding Level of Performance**

Many students perform at above the acceptable level of performance, displaying creativity, flexibility, and imaginativeness reflecting a potential to perform at a superior level.

### ➤ **Marginal Level of Performance**

The major characteristic is unevenness and slow progress in the student's overall performance in the application of theory and the development of skill. The student will have periods of improved functioning and responsiveness to specific direction from field educator. Difficulties may develop in any or a combination of the following areas:

- 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.

### ➤ **Consideration when Passing a Student with Marginal Performance to the Second Year**

A. Students who pass the first year marginally may be advised not to return for a second year of graduate work for some of the following reasons:

1. Personal pressures, stresses, or immaturity.

2. Where student needs help during the period of intermitting in order to show evidence that he/she can function satisfactorily in an educational setting.
3. Where intellectual capacity is limited, and it is believed that the student would have a serious problem meeting the demands of the expectations for conceptualization required in the second year.
4. Where student's capacity is at such a minimal level, that while he/she passed the first year on this basis, it is educationally indicated that he/she could not achieve the requirements for second year performance.

➤ **Unacceptable Level of Performance**

Any one of the following characteristics would indicate that a student is failing. However, it would not normally be expected to find only one of these characteristics in isolation, but rather in combination with others.

The student demonstrates:

- Consistent lack of empathy and unrelatedness 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.
- Persistence of lay attitudes, limiting his/her professional identification and discipline, and no commitment to, or beginning ability to internalize the goals and values of the social work profession. 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.

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## GRADING PROCEDURES AND REQUIREMENTS

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The field educator using the School's appropriate *Field Learning Contract Evaluation Form* evaluates field performance. Grades are assigned by the faculty liaison based on evaluative information from the field educator.

**Each *Field Learning Contract Evaluation Form* provides a rating scale ranging from “UP/ Unacceptable Progress” to “AC/ Advanced Competency”. The actual grade options for field education courses are pass/fail: “S” (Satisfactory) or “U” (Unsatisfactory). The “S” grade in field is awarded when a student’s letter grade would have been equivalent to a “B-” or better.**

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” or “Unacceptable Progress” in any outcome area, the field educator should document example(s) that substantiate that rating.

In the event that the field educator realizes that they may recommend a failing grade the faculty liaison should be contacted as soon as possible.

Grades cannot be assigned unless the *Field Learning Contract Evaluation Form*, signed by both student and field educator, is received by the faculty liaison by the due date identified on the field education calendar. Submitting late evaluations will result in the student receiving an “incomplete” grade.

### ➤ **Grading and Requirements for the Foundation Field Placement Field I (SW 550) & II (SW 551)**

- Students must complete the entire year of Field placement in order to receive a grade.
- After successfully completing SW 550 (Field I), students will receive an “L” grade (meaning work continuing). This “L” grade will only be converted to an “S” (satisfactory) grade upon successful completion of SW 551 (Field II).
- A student who successfully received an "L" grade at the end of SW 550 (Field I) to continue in SW551 (Field II) who then does not successfully complete SW 551 (Field II) will have the "L" grade for SW 550 (Field I) convert to a "U" grade.
- Students who do not receive a satisfactory evaluation at the completion of SW 550 (Field I) will receive a “U” (unsatisfactory) at that time and will not be permitted to continue in SW 551 (Field II).
- Students who receive a “U” (unsatisfactory) grade at the completion of SW 550 or SW 551 will be reviewed by the field education department staff and the MSW Director to determine whether the student will be eligible to continue in the MSW program and have the option to repeat Field. Please refer to “Review of Field Failure” Policy and Procedure in Appendix H for further details.
- Because students must complete the entire year of field to receive a grade, any student who takes a leave of absence prior to completing SW 551 (Field II) will need to repeat SW 550 (Field I) when they re-enter the program. A student who successfully completes SW 550 and receives an "L" grade then takes an approved leave of absence may have the "L" grade extended for one academic year. The student with an approved leave of absence who returns to the MSW program must repeat SW550. They may do so without re-registering (re-paying) for this course. Once returned, if he or she successfully completes SW550 and SW551, the "L" will convert to an "S" grade. If the student does not return to complete SW 550 and SW 551, the “L” will convert to a “U”.

➤ **Grading/Requirements for Interventions I (SW 520) and Theories of Human Behavior and Development (SW 505) as they relate to Field Placement**

It is believed that the knowledge and skills learned in the Interventions I (SW 520) and Theories of Human Behavior and Development (SW 505) courses are essential to social work practice in field placement. Therefore, students who receive a grade below “B-“ in SW 520 or in SW 505 will not be able to continue on in SW 551 (Field II) even if they have performed satisfactorily in SW 550 (Field I). The student will need to wait until the following academic year to repeat both SW 520 (Interventions I) and SW550 (Field I) or SW505 (Theories of Human Behavior and Development) and SW 550. This may require taking a leave of absence from the program.

➤ **Grading and Requirements for the Advanced Year Field Placement Field III (SW 552) & IV (SW 553)**

- Students must complete the entire year of Field in order to receive a grade.
- After successfully completing SW 552 (Field III), students will receive an “L” grade (meaning work continuing). This “L” grade will only be converted to an “S” (satisfactory) grade upon successful completion of SW 553 (Field IV).
- A student who successfully received an "L" grade at the end of SW 552 (Field III) to continue in SW 553 (Field IV) who then does not successfully complete SW 553 (Field IV) will have the "L" grade for SW 552 (Field III) convert to a "U" grade.
- Students who do not receive a satisfactory evaluation at the completion of SW 552 (Field III) will receive a “U” (unsatisfactory) at that time and will not be permitted to continue in SW 553 (Field IV).
- Students who receive a “U” (unsatisfactory) grade at the completion of SW 552 or SW 553 will be reviewed by the field education department staff and the MSW Director to determine whether the student will be eligible to continue in the MSW program and have the option to repeat Field. Please refer to “Review of Field Failure” Policy and Procedure in Appendix H for further details.
- Because students must complete the entire year of field to receive a grade, any student who takes a leave of absence prior to completing SW 553 (Field IV) will need to repeat SW 552 (Field III) when they re-enter the program. A student who successfully completes SW552 and receives an "L" grade then takes an approved leave of absence may have the "L" grade extended for one academic year. The student with an approved leave of absence who returns to the MSW program must repeat SW552. If repeated in the same semester of the following academic year, they may do so without re-registering (re-paying) for the Field III course. Once returned, if he or she successfully completes SW552 and SW553, the "L" will convert to an "S" grade. If the student does not return to complete SW 552 and SW 553, the “L” will convert to a “U”.

➤ **Incomplete Grades**

A grade of “Incomplete” (I) may be given only in those instances in which the student has not been able to complete all the required tasks or field placement hours due to illness or other unforeseeable and compelling circumstances. “Incomplete” is not available to students who have not satisfactorily completed the academic requirements for a course, including Field Practicum.

If an “I” is given, a letter grade must be assigned after no more than two additional semesters plus the intervening summer as established by the academic calendar. If the course requirements are not completed by that date, the “Incomplete” will automatically be changed to an “Unsatisfactory” (U) grade.

The faculty liaison, in conjunction with the field educator, may set their own conditions for removing an “Incomplete” as long as the time limit is not longer than the time limit specified in the paragraph above. The Director of Field Education should be informed of any plans to extend the field placement beyond the normal schedule for completion.

No student may register for courses in the Advanced Year curriculum who has an Incomplete in a required foundation-level course, including SW 550 (Field I) and 551 (Field II).

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## **EXTENSION OF FIELD PLACEMENT**

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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, 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.

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## **RETENTION POLICY**

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All students are required to maintain a cumulative "B" (3.0) grade point average and have a 3.0 GPA or better upon graduation from the School. Students who drop below a cumulative 3.0 GPA will be on academic warning during the following semester. If the student does not raise his or her cumulative GPA to 3.0 after 11 graded credits of subsequent social work courses, he or she will be dismissed from the School. “S” and “U” grades do not affect GPA.

In foundation courses and in all required Advanced Year courses, a minimum of “B-“ will be required of all students in order for them to be eligible for graduation. Required courses with a grade below “B-” and field courses with a “U” grade may only be repeated once. Students with a "U" grade in field must be reviewed by the field education department staff and the MSW Director to determine eligibility to repeat a field course (see “Review of Field Failure” Policy and Procedure in Appendix H. A grade lower than a “B-” in a required foundation or Advanced Year course will prevent a student from enrolling in sequential courses in field or in Advanced Year courses.

All students are required to adhere to the criteria stated in the Code of Ethics of the National Association of Social Workers. A violation of this code may result in dismissal from the School.

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## **TERMINATION OF FIELD EDUCATION**

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The termination of field education is a serious decision and should be reviewed by the student, field educator, and faculty liaison. The Field Education Department staff should be consulted in any case where the field placement is being terminated.

- **Withdrawal:** A student considering withdrawal for any reason should immediately speak to his/her faculty liaison who will help the student reach a decision and move toward its implementation in a responsible, planful way. The field educator should be informed so that the well being of clients is assured and least possible disruption of the agency’s program occurs. The student should also notify their faculty advisor of their withdrawal from field placement.
- **Unsatisfactory Grade:** Students with a "U" grade in field must be reviewed by the MSW Director and Field Education Staff to determine eligibility to repeat a field course. Please refer to “Review of Field Failure” Policy and Procedure in Appendix H for further details.



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## QUALITY OF INSTRUCTION

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The School of Social Work Field Education Department and the on-site agency field educators work hard to ensure that students receive high quality instruction in all their field placements. However, despite our best efforts at identifying and maintaining quality field sites, problems may arise during a field placement. In this case, students are encouraged to speak directly to the field educator about their concerns; often this is all that is necessary to resolve a problem. If a concern is not resolved in this manner, students should consult with

the assigned faculty liaison regarding any concerns they may have. The faculty liaison is available to assist in informal mediation of any problems involving a student's field placement. If there is a need for further intervention beyond that of the faculty liaison in order to resolve a concern, the Field Education Department staff should be consulted.

Similarly, if a field educator has a concern with a student's performance in field, they should first speak to the student about their concern. Hopefully this will resolve the issue. If it does not, the field educator should call upon the faculty liaison for assistance in resolving the matter. Again, if there is a need for additional assistance in resolving a concern, the Field Education Department staff should be consulted.

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## GRIEVANCE PROCEDURES AND COMMITTEE ON STUDENTS

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### ➤ Student Grievance against a Faculty/Staff Member or a Field Educator<sup>1</sup>

A grievance can be brought to The Committee on Students (COS) when a student feels that he/she has not received fair treatment because of unfair, inequitable, or discriminatory treatment by a school of social work faculty/staff member or field educator. Reviews are to be conducted in confidence and without publicity, and all members of the School will be expected to cooperate with the Committee on Students as it seeks information. The committee will have the prerogative to determine if it chooses to refer such claims or grievances to other bodies within the University for review. All persons involved in the process will be expected to adhere to strict rules of confidentiality.

The chair and members of COS are designated by the by-laws of the School. If student members are present they can participate in the committee's discussion and can vote on the final decision. In cases where a committee member (faculty, staff or another student) is directly involved in the grievance, and is determined to have conflicting interests, he/she will be excused from serving. The student or faculty member may be replaced at the discretion of the chair or the Dean.

The Committee on Students is empowered to assess a grievance and make decisions in cases where students believe one or more of the following:

- (a) They have been subject to a violation, misinterpretation, or inequitable application of any of the regulations of the University, the Graduate School, the School of Social Work, or the NASW;
- (b) They have been unfairly or inequitably treated by reason of any act or condition contrary to established policy or practice governing or affecting graduate students;
- (c) They have been discriminated against on the basis of race, gender, ethnicity, religion, age, disability, or sexual orientation by a school faculty/staff member or field educator.

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<sup>1</sup> Field Liaisons are members of either full-time or adjunct faculty.

In cases where the committee finds proof of unfair, inequitable, or discriminatory treatment, it will make recommendations to the dean for appropriate action.

➤ **Grievance Procedures**

In cases where a student believes that she or he has received unfair, inequitable, or discriminatory treatment as described above, the student may initiate a grievance process by expressing her or his intent to open the process.<sup>2</sup> The request must be made in writing to the COS chair within one year of the alleged occurrence. This time limit may be extended by the Dean of the School of Social Work upon good cause. The student is required to send a copy of the letter of such intent to the school faculty/staff member or field educator who is the subject of the potential grievance. In this case, the following procedure is to be followed:

(1) Upon receiving the student's written request for opening a grievance process, the chair or a member of the committee will inform the student in writing that she or he needs to discuss the matter with the school faculty/staff member or field educator for the purpose of finding means to resolve the problem at hand. The chair or a member of the committee will also inform the school faculty/staff member or field educator in writing of the need to meet with the student. **Regardless of both party's previous attempts to resolve the problem, they are required to meet and discuss possible solutions.** Both the student and the school faculty/staff or field educator are expected to make a good faith effort to such ends and to report to the committee chair the outcome of their meeting. In cases where it may not be appropriate for the student to have a meeting with the school faculty/staff or field educator alone (e.g., charges of sexual harassment), the chair of the committee will proceed to step "3".

(2) If the student and the school faculty/staff or field educator fail to reach an agreement, the chair or a member of the committee, the student, and the school faculty/staff or field educator will meet to discuss alternative means of resolving the problem. The meeting date will be provided in writing to both parties at least a week in advance. In this meeting, the chair or the member of the committee will function as a mediator.

(3) If the outcome of step "2" is not satisfactory to the student, and she or he wants to proceed to a full committee review of the matter, she or he must request so in writing to the chair. The student must also present to the chair a written report documenting the date of interaction, nature of the problem/grievance, and behavioral evidence of unfair, inequitable, or discriminatory treatment. The lack of complete documentation will result in the dismissal of the case.<sup>3</sup> The student must send the school faculty/staff or field educator a copy of the written request and the report.

(4) Upon receiving the written request and the report, the chair sets the meeting time and date and notifies all parties in writing at least a week in advance. At the time of the full committee review, the student and the school faculty/staff or field educator may provide additional information. Both the student and the faculty or staff member may bring one person of their choosing from among the University community to assist, advocate for, and support them. **Students may not bring an attorney to**

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2 This grievance option is open to the student who fails in field work, is therefore unable to repeat field, and is unable to obtain an exemption from this rule from the Field Work Department or the MSW Director. The normal criteria and procedures for grievances will apply.

3 If a case is dismissed because of incomplete documentation the student will have two weeks in which to resubmit.

**represent them, and if they do so, the grievance meeting will be cancelled and the student and attorney will be referred to the SUNY lawyer.** The chair will appoint a minute taker for the meeting.

(5) After hearing the concerns regarding the person brought before the committee, the supporting evidence, and the response to these concerns, the committee will excuse the person who is the focus of the concerns, the student, witnesses and his/her advocate. The committee will then meet in a closed session to determine if the evidence presented substantiates the concerns. If the concerns are found by the committee to be substantiated, the committee may make recommendations to the dean regarding actions to be taken in response to the substantiated concerns.

(6) The chair of the committee will send a letter stating the findings and, if any, the recommendations of the committee to the dean and the person brought before the committee within 45 days of receiving the request for the review. If there is to be a delay in the release of the letter, a memo will be sent by the chair of the committee to the dean and the person before the committee stipulating the reason(s) for the delay.

(7) Findings and recommendations of the committee may be appealed to the dean. The appeal must be made in writing to the dean no later than two weeks following the release of the letter of findings and recommendations from the committee chair. There are only two grounds for appeal:

- 1) Violation of the procedures outlined above;
- 2) The existence of new information relating to the concerns brought to the committee.

The dean will decide if a re-opening of the process is warranted.

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## **STUDENT VIOLATION OF ETHICAL STANDARDS OF BEHAVIOR**

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The Committee on Students will determine the status of all students suspected of violating the NASW Code of Ethics or University standards of behavior. The committee will address breaches in standards including violations of academic or professional behavior and norms. These standards include, but are not limited to, instances of plagiarizing, cheating, failing to report abuse, engaging in criminal action, dishonesty, or posing serious danger to the welfare of clients. In cases where the committee determines violation(s) has (have) occurred, it will make recommendations to the dean for appropriate action.

### **➤ Procedure**

In cases where a student is suspected of violating the NASW Code of Ethics or University standards of behavior, has committed a criminal act, or appears to be harmful to clients, the advisor must make a written request for a review to the COS chair. In cases where a student is considered to have breached academic standards and norms (e.g., plagiarizing and cheating), the advisor must make a written request for a status review to the MSW Director. In cases brought before the COS, the following procedure is to be followed:

(1) The chair sets the meeting time and date, notifies all parties in writing, and advises students of their rights at least a week in advance of the full committee meeting.

(2) The advisor prepares a report for the review, collecting information from appropriate people. The report will be available to the student and COS members at least a week in advance of the full committee review meeting.

(3) The student and/or the advisor can provide additional information at the meeting. The student may bring one person of his/her choosing from among the University community to assist, advocate for, and support her/him. **Students may not bring an attorney to represent them, and if they do so, the meeting will be cancelled and the student and attorney will be referred to the SUNY lawyer.** The chair of the committee will appoint a minute taker for the meeting. If a student refuses to meet with the COS, or unreasonably rejects alternative COS meeting dates, or fails to attend a scheduled meeting, the COS will meet without the student present.<sup>4</sup>

(4) After hearing the concerns regarding the student brought before the committee, reviewing the supporting evidence, and the student's response to these concerns, the committee will excuse the student, any witnesses and (if applicable) the student's advocate.<sup>5</sup> The committee, including student members, then meets in a closed session to determine if the evidence presented substantiates the concerns.

(5) If the concerns are found by the committee to be substantiated, the committee may decide what recommendations should be made to the dean regarding actions to be taken in response to the substantiated concerns.

(6) The chair of the committee will then send a letter stating the findings and, if any, the recommendations of the committee to the dean within 45 days of receiving the request for the review.<sup>6</sup> The student and the student's advisor also receive a copy of the letter. If there is to be a delay in the release of the letter, a memo will be sent by the chair of the committee to the dean and the person before the committee stipulating the reason(s) for the delay. The student's advisor also receives a copy of the memo. A copy of the letter of findings and recommendations is placed in the student's file.

Findings and recommendations of the committee may be appealed to the dean. The appeal must be made in writing to the dean no later than two weeks following the release of the letter of findings and recommendations from the committee chair. There are only two grounds for appeal:

- (1) Violation of the procedures as outlined above.
- (2) The existence of new information relating to the concerns brought to the committee.

The dean will decide if a re-opening of the process is warranted. If the dean decides that the student brought before the committee must meet prescribed conditions in order to remain in good standing in the school, it is the responsibility of the MSW Director to judge if the conditions required by the dean have been met, and if the identified concerns have been satisfactorily resolved.

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4 The Chair of COS will determine if the student is unreasonably rejecting meeting dates or has failed to attend a scheduled meeting without cause.

5 If a member of the Committee is bringing the charge or is serving as a witness that member will also be excused and will be replaced by the Dean for the specific hearing.

6 If the 45 day deadline is not possible due to delays caused by the student, this deadline may be extended at the discretion of the Chair.

## ➤ University Grievance Process

After attempting to resolve a problem through COS, a student may file a grievance through the Graduate School. For procedures, start at [www.buffalo.edu](http://www.buffalo.edu) and then search for UB Graduate School > Policies & Procedures > Academic Grievance Policies and Procedures. Use the link: <http://www.grad.buffalo.edu/policies/grievanceprocedures.php>

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## PLACEMENT PROCEDURES AND POLICIES

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The Field office staff will identify potential field placements based on a student's personal interview with the field office staff and written field application submitted by students, which includes interest areas, past experiences, geography, etc. Although the School will try to honor student's needs and preferences, the School is unable to guarantee specific arrangements to accommodate all student preferences. Students are matched with agencies based upon the agencies' abilities to offer experiences, which are different from the students' previous experiences, and on their potential to expose students to diverse populations, social issues, and a broad spectrum of social work services. Students not submitting a field application prior to the deadline date (listed on student calendar) may forfeit placement and have to defer one semester.

The major objective in the placement process is the matching of student educational needs with a field education placement, which offers opportunities judged to have the best potential for promoting the student's professional development. The School will consider personal factors related to the location of placements, but the primary concern is the placement of the student in a setting judged to have the best potential for promoting the student's professional development.

### ➤ Placement Interview

Once the potential agency is identified for the student, the student must complete a professional field placement interview with an agency supervisor to determine his or her acceptability for placement. Students not accepted by the assigned agency due to non-agency issues will have to meet with the field office staff to re-evaluate placement status, and may be required to seek the assistance of career services available to all UB students. Students will be given reasons for non-acceptance.

Students who experience three unsuccessful interviews at any point during the program will not automatically be replaced. This will be considered an unsuccessful placement. Continuation in the field course will be subject to review.

**Students who participate in three field placement interviews, at any point in the MSW program, without being accepted by an agency for placement will not be replaced for internship. This is considered an unsuccessful placement and a review meeting will be held to determine whether a student will be replaced and under what specific conditions.** This does not include non-acceptance due to agency transition or changes. See "*Review of Students Who Experience Three Unsuccessful Placement Interviews*".

## ➤ Admission Requirements for Field

The goal of the field office is to provide the highest quality field education experience for all students. The Field Department will only admit those students who meet the following criteria:

1. Student completes a field placement interview and is accepted by the agency
2. Foundation Year student participates in Interventions I Lab which includes Field Orientation modules
3. As part of above Field Orientation module, student must sign and submit the following:
  - a) HIPPA signature page; and b) Ethics Pledge

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## PLACEMENT PROCESS

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Full-time foundation year students receive their applications for field placement during the summer before they begin the first semester. Part-time, including off-campus students, will receive applications at the latest, during the semester prior to beginning field placement. At the time of application, students need to provide documentation of a PPD Mantoux (tuberculosis) test having been done within the last 12 months before each of their field placements begins.

Placements for foundation year students are assigned based on the information provided in their field application with a focus on a generalist placement experience. The field education staff matches students with agencies to provide the most appropriate educational experience.

For Advanced Year placements, students have an opportunity to indicate what type of agency setting and learning activities they prefer for their Advanced Year placements. Prior to the placement process, all students have an opportunity to choose what Advanced Year area they wish to focus on. All placements will be connected to the area of Advanced Year that students have chosen. Students will have the opportunity to identify several agencies where they would like to be considered for placement.

Agencies and students both return an *Interview Outcome Form* at the end of the interview to indicate whether they have confirmed the placement. This is true for both the foundation and Advanced Year placement process.

Students need to be aware that some field agencies have additional screening procedures. Students may be asked to complete additional application forms or interviews. Child Abuse Registry, drug screenings, and criminal background checks may also be required by some agencies. Hospital settings will require additional health documentation.

Agencies are encouraged to have students return for a visit or to attend an orientation prior to the actual start of field placement if this is possible within the student's schedule. Agencies are also encouraged to provide students with any additional written information that may be helpful to prepare students for the placement.

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## REQUEST TO CHANGE PROGRAM STATUS - IMPACT ON FIELD PLACEMENT PROCESS

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Students wishing to request approval to change program status (i.e. Part-time to Full-time) must do so prior to the deadline for submitting their application for their next field placement as a change in status will affect the field placement process. Students wishing to change status should first contact their academic advisor. Requests will be reviewed by the Student Services Coordinator and MSW Director prior to approval.

## **INTERNATIONAL, OUT-OF-REGION, AND REGIONAL IMMERSION (“BLOCK”) PLACEMENTS - ADVANCED YEAR ONLY**

Students interested in international opportunities can visit the SSW web section entitled “*MSW Programs/ International Opportunities*”. The SSW curriculum allows for “block” or immersion placements (in which 480 hours are completed in one semester) in the final Spring or Summer of a student’s program. Students wishing to request approval to pursue an immersion placement in their *Advanced Year* must do so prior to the deadline for submitting their Advanced Year field application. This timeframe is reflective of the significant time required in securing legal affiliation, and ensuring that SSW program requirements will be met.

A placement must be included in one of the following categories to be considered for an immersion (“block”) placement:

- 1) Out of region / Out-of-state
- 2) International
- 3) Regional agencies- **ONLY** those agencies which have approved “block” placement options. The Field Education Office does not have a pool of immersion sites currently available, but will work one-on-one with students to explore the feasibility of particular “block” placements in the region.

### **Eligibility**

The Director of Field Education must assess and approve all “block” placement options. A student must be in good standing, and not involved in a process of review. Due to the greater demands placed on students in an immersion placement, recommendation forms are required, and excellence should be exemplified in all areas of a student’s program, i.e. attendance, field performance. The additional standard of proof is required because the student will be further beyond the School’s resources in case the need for additional support arises. (See Appendix L for Recommendation Forms.)

**Please note that students should not approach agencies directly to request “block” placements.**

*See Also, Procedures for Requesting Out-of-Region and International Placements.*

## **PROCEDURES FOR REQUESTING OUT-OF-REGION OR INTERNATIONAL FIELD PLACEMENTS**

Students considering an out-of-region or international placement should consult with their Advisor as well as the Student Services Coordinator regarding their ability to meet SSW program requirements before arranging a meeting with the Director of Field Education. International opportunities can be found under the “About Us” section of the SSW web.

A minimum of 480 hours must be completed in one semester, which is generally the student’s final semester of the program (Spring *or* Summer).

Students interested in an out-of-region or international placement will need to:

1. Meet with the Student Services Coordinator and Advisor to determine a possible course sequence that ensures all program requisites are met before placement, and identifies a plan for meeting degree requirements including the expected date of graduation.
2. Inform the Director of Field Education by email as early as possible that they are aiming for this, but no later than the due date for Advanced Year Field Applications. Additional time allows for the degree of planning that is often required. Include in the email the following: 1) the geographical area preferred; 2) and reason for interest.
3. Indicate interest in international or out-of-region placement on the Field Placement Application and submit by due date. Please note that local agency choices should also be identified in the event that an out-of-region or international placement is not secured.
4. Submit the 3 required reference forms to the Director of Field Education for approval to move forward. *These are located on the SSW web under “MSW Program”/ “Field Education”/ “International and Out-of-Region Placements”/ “[Recommendation Forms](#)”.*
5. After researching potential placement agencies, provide the Director of Field Education with a list of prospective sites. The Director of Field Education will help determine site interest in hosting a UB SSW intern.
6. An agency must provide educational opportunities that will meet the course objectives of Advanced Year Field in order to be a viable site. A licensed Social Worker must be available to provide supervision. The proposed site must be approved by the Director of Field Education. *See Field Syllabi on the SSW Web.*
7. Students will be expected to narrow down agency options to a reasonable number, and limit their contact to serious inquiries. Students should make initial contact with an agency by email or phone. Based on that communication, a student may follow up by sending a hard copy of a cover letter and resume (supplementing one that may have been sent electronically).
8. Once agency information is provided to the Director of Field Education, Department staff will follow up with requisite paperwork. Please note that it can take a number of months to complete the Affiliation Agreement.
9. A student may set up an interview to occur in person; by phone; or through Skype or other technology.
10. Confirmation of acceptance should be secured early on in the process, no later than 6 months prior to planned departure.
11. Some placement choices may not be feasible due to limited resources and availability of Social Worker to provide supervision.
12. International Placements will require that students obtain additional medical insurance (available through the UB Medical Insurance office), as well as obtain relevant VISA and



vaccinations. Students should also plan to visit the Financial Aid Office at UB regarding eligibility.

Students must be in good standing in order to be eligible for out-of-region or international placements. Students cannot be in the midst of an unresolved official review process unless they have explicit permission of their review committee.

The Director of Field Education will assign a faculty liaison prior to the start of placement who will serve as a resource and a source of accountability via phone and email.

*See Also, [International Opportunities on the “About Us” section of the SSW Web.](#)*

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## **CHANGE OF CONTACT INFORMATION (ADDRESS, PHONE, EMAIL, ETC)**

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Field Educators are asked to notify the Field Education Department of any change in address, phone number, or other contact information.

Students are asked to notify the Main Office for the School of Social Work at 716-545-3381 or [sw-info@buffalo.edu](mailto:sw-info@buffalo.edu) of any change in address, phone number, or other contact information. Students also need to contact the Student Response Center at 716-645-2450 to update their information.

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## **STUDENTS WITH DISABILITIES**

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The UB School of Social Work is most anxious to ensure that all necessary reasonable accommodations are made for students with disabilities. It is important that anyone who feels that reasonable accommodations will be needed contact the UB Office of Disabilities Services. Most students with disabilities contact the office at the beginning of each semester in order to contract with them concerning needed accommodations. Students who may need an accommodation for their field placement experience should identify this need on their field application so that the necessary arrangements can be facilitated in a timely manner. When accommodations are being requested for a field placement, a meeting will be scheduled with the student, Office of Disability Services, and Field Education Department staff.

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## **EMPLOYMENT BASED PLACEMENT OPTIONS**

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*In accordance with CSWE policy, field credit cannot be given for any work experience either past or current.*

An employment based option is available for students who are currently employed in a social service agency for one of their field placements. The employment based proposal must meet a clear set of educational criteria (stated below) for review and approval by the Field Education Department. Students who are interested in this option indicate so on their field application and proceed with the following steps:

➤ **GUIDELINES FOR EMPLOYMENT-BASED FIELD PLACEMENT**

An employment based placement is not a situation in which a student gets credit for work experiences. It is a separate field placement with an educational focus that happens to be at the student's place of employment.

1. **The student must secure a [Letter of Agreement Form](#) from the Field Education Department to be submitted to the student's agency director for completion. The form states that the agency is**

**willing to provide a field placement opportunity that meets the criteria indicated below.** The *Letter of Agreement Form* is available School of Social Work's Web Page [www.socialwork.buffalo.edu](http://www.socialwork.buffalo.edu) > then choose *MSW Program* > then choose *Field Education* > then choose *Employment Based Field Placement*

2. The Employment-Based field placement must meet the following **criteria**:
  - a. The student/employee has been employed at the agency for a minimum of 6 months prior to applying for an Employment-Based field placement.
  - b. The employment based field placement must be in a different program within the agency. In order to provide new learning opportunities, the field experience must be in an area that is different from where the student is currently employed, has been employed, or had a previous field placement.
  - c. The field agency will provide a field educator who has an LMSW or LCSW with at least two years post masters experience.
  - d. The MSW field educator must have been employed at the agency for at least one year.
  - e. The field educator must be a different person than the student's current employment supervisor.
  - f. The agency must be willing to establish an affiliation agreement with the School of Social Work, if one does not already exist.
  - g. The agency must be willing to allow the student/employee to attend classes and have an educationally focused field placement experience.
  - h. The agency must be willing to allow the field educator to attend field education training and seminars and to have sufficient time to provide the minimum of at least one hour/week supervision for the student.
  - i. The agency must be able to provide a generalist placement experience if the student/employee is applying for the first/foundation placement. If the agency is providing a second/Advanced Year placement, it is necessary to provide a placement experience that will match the student's chosen area of Advanced Year.
3. Once the *Letter of Agreement Form* is received, an *Employment Based Application* will be forwarded to the agency director to be completed with the student.
4. The *Work/Study Application* must be received by the deadline specified on the form. Once the application is returned to the Field Education Department, it will be reviewed and a response will be given as soon as possible to indicate whether or not the placement has been approved. A site visit may be required as part of the application review process prior to determining approval.
5. According to the School's policy, MSW students will be placed in two different field education sites during their MSW training, indicating eligibility for only one employer-based placement. A student may petition for an exception to this policy in the case of employment at a large diverse agency that can demonstrate the ability to offer two new and very different learning opportunities for the student/employee that meet all of the above criteria.

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## ROLES AND RESPONSIBILITIES

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In order for MSW students to receive high quality education, the School, the field placement agency, the field educator, and the student each have responsibilities in this collaborative effort to prepare graduates for the social work profession.

➤ **The Student**

The responsibilities are:

1. To arrange life and work schedule to include 15 hours per week of Field Education.  
**Full-time students – field hours will be during normal work hours**  
**Part-time students – field hours can not be guaranteed for evening & weekend hours**
2. To familiarize themselves with and abide by the policies and regulations of their field placement agency and those of the School of Social Work. This includes adhering to the policies and requirements outlined in this manual, HIPAA requirements (refer to *Appendix C*), and any other requirements specific to the placement site.
3. To perform in a responsible, professional manner maintaining commitments to the agency, the field educator, and the clients.
4. To ensure that appearance and demeanor reflect a professional manner
5. To take the initiative to seek advice and consultation from the agency field educator and/or faculty liaison.
6. To develop a learning contract, jointly with the field educator, which identifies the activities and expectations to meet the learning objectives and outcomes identified by the School.
7. To take an active role in planning and implementing their learning experiences in the field practicum using the opportunities at the field site to integrate theory and practice, increasing their level of knowledge and self-awareness. To share course syllabi with the field educator.
8. To communicate educational needs and interests to the field educator and to notify the faculty liaison if they are not receiving an hour per week of supervision.
9. To discuss with the field educator and/or faculty liaison areas of concern or confusion about the field learning experience.
10. To attend and be prepared for scheduled supervisory meetings with the field educator.
11. To notify the field educator of any necessary absences from field as is expected in professional employment.
12. To maintain a timesheet that documents attendance at field placement (see *Appendix G*). To make up any missing field time to ensure that required field education hours are met.
13. To participate in any scheduled three-way conferences with field educator and faculty liaison.
14. To adhere to the NASW Code of Ethics in all practices in the role of intern.
15. To participate in the evaluation process with the field educator by reviewing, signing, and follow up on delivery of the evaluation forms.
16. To handle stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others when stress impacts scholastic and professional performance.
17. To seek and effectively use help for problems that interfere with scholastic and professional performance.
18. Students should not solicit placements by phone or in person. Students may complete the *Student Recommendation for Potential MSW Field Sites* form posted on the SSW website.

➤ **The Faculty Liaison**

The responsibilities are:

1. To meet on-site with the field educator and the student in a three-way conference once each semester during the placement. In some instances, if agreed upon by all parties, a meeting may take place between the faculty liaison and the student at the School in lieu of a second visit to the agency. This may be in the form of a group meeting with the faculty liaison and all of his or her assigned students. Field educators may be invited to attend the group session to discuss field experiences. Videoconferencing and other communication tools can also be utilized.
2. To be available as a consultant to the field educator and student throughout the field placement.
3. To review the field education learning contract developed between the student and field educator, adding input as needed.
4. To assist field educator and student in integrating class and field experiences.
5. To review the *Field Learning Contract and Evaluation Form* completed by the field educator.
6. To assign students' grades based on feedback and recommendations from the field educator.
7. To complete *Faculty Liaison Reporting Forms* and submit to Director of Field Education & Student Services.
8. To assess the quality of the field instruction and opportunities provided to students and make recommendations to the Director of Field Education based on this assessment.

➤ **The Field Educator**

The responsibilities are:

1. To attend an orientation session provided by the School (required for all new field educators).
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.
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 the learning opportunities and activities to meet the learning objectives and expected outcomes identified by the school.
6. To provide a minimum of one hour per week of supervision in order to provide feedback, education, and role modeling.
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 Advanced Year.
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 complete and submit, by the designated time, a written mid-placement and final evaluation of the student's progress.
12. To ensure that the student completes the minimum required hours for the field placement.
13. To attend training seminars provided by the Field Education Department.
14. To participate in three-way conferences with the student and faculty liaison during the field placement.
15. To abide by the NASW Code of Ethics.

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## SELECTION, MONITORING & EVALUATION OF FIELD EDUCATORS & AGENCIES

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### Criteria for the selection of Field Educators:

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. Two years post-master's social work experience
3. Have worked in the field placement agency for one year
4. Willingness to meet the stated Field Educator Responsibilities
5. To be free of any professional sanctions by NASW

### Agencies are selected as field sites and monitored according to the following guidelines:

#### Criteria for Selection of agencies:

1. The ethics and values of social work should be demonstrated through the policies, program design, and delivery of services of the agency.
2. The agency must be willing to support an educational focus for students providing social work experiences that will meet the learning objectives identified by the School.
3. The agency contact person is expected to complete the *Agency/Organization Data Form* to provide a written description of the agency including types of student assignments available.
4. The agency must provide adequate space for the student.
5. The agency will provide professionals qualified to provide field instruction.
6. The agency will support field education staff time availability to provide a minimum of one hour per week of supervision, to attend field educator orientations, training and faculty liaison conferences.

#### Monitoring and Evaluation:

1. The quality of the learning experience.
2. The quality of the communication between the agency and the school.
3. Program or personnel changes that would affect student learning.
4. School of Social Work curriculum changes that would affect student learning.
5. Field Educator attendance at field education training sessions/workshops.

Monitoring the quality of field education is an ongoing process that is accomplished via personal and telephone contact between the Field Education Department staff, faculty liaison, and the field educator. Students provide feedback to the Field Education Department through the *Student Evaluation of Field Practicum Experience Form* completed at the end of their placement experience. Faculty liaisons identify any concerns and what support was provided to address these concerns via use of *Faculty Liaison Reporting Forms*. Additional meetings may be scheduled between agency and Field Education Department staff to address areas of concern and to evaluate the appropriateness of an agency to continue as a field site.

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## SUPPORT FOR FIELD EDUCATORS

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UB School of Social Work requires all new field educators to attend an orientation/training session. Offered in the fall and spring, these orientation sessions provide information about the School's philosophy, curriculum, and issues related to field education. Instruction is provided on the use of the field education learning contract and the student evaluation. Field educator training sessions and workshops may also be provided throughout the academic year. Field educators receive ongoing support, as needed, from the faculty liaison.

To enhance the field educator experience, field educators are eligible to receive tuition waivers for graduate level courses. At the end of each academic year, a reception is held for field educators providing

an opportunity for ongoing interaction between the School's faculty and field educators. The *Outstanding Achievement in Field Education Award* is presented at this event.

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## **TASK SUPERVISION & ALTERNATE MODELS OF FIELD EDUCATION**

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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:

- To attend an orientation session provided by the School (required for all new task supervisors).
- To review and sign the student's educational contract, and make revisions as needed.
- To provide input to the mid-semester and final evaluation of the student in collaboration with primary field educator and student.
- To provide primary, direct supervision of the interns' daily activities.
- To assign cases and projects congruent with students' educational goals.
- To orient students to the agency and their assignments.
- To give on-the-spot positive and constructive feedback to students regarding their performance.
- To focus on the student's skill development.
- To keep notes of supervisory contact.
- To consult with the MSW field educator related to the interns' skill areas that need extra attention.
- To be familiar with *Field Education Policies and Procedures*.
- To meet with the field educator and the student at least twice each month to address progress being made.
- 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.
- 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.

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## FIELD EDUCATION ADVISORY BOARD

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### ➤ COMMUNITY FIELD EDUCATION ADVISORY BOARD

A Field Education Advisory Board is composed of a group of field educators, agency liaisons, and faculty. Members are representative of field agencies/organizations who work with students at the foundation level as well as from each of the School's various Advanced Year areas.

The purpose of the advisory board is fourfold:

1. to provide an opportunity and mechanism for the school and community to have ongoing conversations,
2. to enhance the collaboration between the school and the community in educating students for their future in social work,
3. to ensure that the school of social work is remaining abreast of the ongoing changes that occur in the local community services organizations and to share changes within the school of social work in order to gain feedback, and
4. to strengthen the School's efforts in continuing to develop quality field placements for our students.

### ➤ STUDENT FIELD EDUCATION ADVISORY BOARD

Student members are recruited to participate in and provide key input into field program planning.

### ➤ OFF-CAMPUS PROGRAM ADVISORY BOARD

Each off-campus program site has an advisory board which includes field educator and student representation. These boards provide input on Field Education, and other issues relevant to their respective communities.

### ➤ ACADEMIC COMMITTEE

A field educator also serves as a member of the School's Academic Committee.

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## ORIENTATION TO FIELD PLACEMENT SETTINGS

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The initial days of the field placement experience can set the tone for the many weeks to come. Both students and field educators come into placement with high anxiety and expectations. Adjusting to new roles and settings can be overwhelming, exciting, and exhausting. An **Orientation Checklist** (*Appendix B*) is provided to offer a guideline for planning the activities for the initial period of placement. A well thought out orientation can allay anxiety and allow students to have necessary information to help them engage more effectively with agency staff and clients. It is important at this beginning stage for the student and field educator to get to know each other and begin to build a working relationship. It should be a time to encourage questions, comments, and reactions about roles and expectations. It is during this initial time that students will be gaining input from field educators about activities available that will go into developing a learning contract.

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## SAFETY ISSUES IN FIELD PLACEMENTS

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The School expects that the field educator will inform the student of policies and protocol regarding safety related to the agency's practice. At the beginning of placement, students should be made aware of practices that maximize personal safety in the office, on home visits, and in the community.

In order to maximize safety and reduce the risks involved in field work, students are expected to read and adhere to both the Personal Safety and Risk Management Strategies identified in *Appendix D* of this manual and any safety policies and protocol at the field agency. Students should initiate a discussion with their field educator about any safety concerns at the placement site and feel free to contact the Field Education staff with any questions.

In the event of a student being injured, harassed, or threatened, the agency should contact the Director of Field Education & Student Services immediately to ensure that the appropriate steps are taken to follow up on the incident.

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## **NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS (NASW)**

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The School expects that all students and field educators will abide by the NASW Code of Ethics. A copy of the Code of Ethics can be obtained through the National Association of Social Workers (Telephone: 800-638-8799 or Website: [www.socialworkers.org](http://www.socialworkers.org)).

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## **ATTENDANCE AT FIELD PLACEMENT**

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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.)

**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.

<p><i>Important Note – Field Placements Begin Before Classes Start (Spring Semester)</i></p>
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<p><b>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 in the beginning of January (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.</b></p>
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## **HOLIDAYS AND VACATION**

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Students are not expected to be in field placements on UB officially scheduled holidays or during vacation time. 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.

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## UNSCHEDULED UNIVERSITY CLOSING

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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, distance to be traveled, etc. 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. 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.

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## COMPENSATORY TIME

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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. The plan for taking the time also requires approval from the field educator. 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 learning over time.

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## CONFERENCE ATTENDANCE

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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.

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## SEXUAL HARASSMENT POLICY AND PROCEDURES

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The policy of the State University of New York at Buffalo (UB) on sexual harassment reflects the determination to deal firmly and fairly with all occurrences through the framework of local reporting procedures and the application of existing policies. For the most recent university policies, visit the website of the Office of Equity, Diversity, and Affirmative Action Administration at <http://affirmativeaction.buffalo.edu>.

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## MEDICAL POLICY

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### University Policy:

Every student in a clinical assignment must have a medical statement regarding immunizations. This is on file in the University Health Services.

### School of Social Work Policy:

Every student must have a PPD Mantoux TB (tuberculosis) test within 12 months prior to the beginning of each field placement. This documentation is kept on file in the School of Social Work's Field Education Office.

### OSHA Blood Borne Pathogens Standard with respect to Hepatitis B vaccine:

Many health care organizations require students practicing in their agencies to receive the Hepatitis B vaccination or sign a declination statement as a condition of practicing in the facility. The Hepatitis B vaccine is a safe and effective method of preventing Hepatitis B infection.

### Hospital Settings – Additional Requirements

Students doing their field placement in a hospital setting must supply the following prior to the beginning of the internship:

- Proof of Hepatitis B vaccination

The hospital setting may also request the following to be supplied by the student prior to the beginning of the internship:

- Proof of Td (Tetanus-diphtheria) booster within ten years
- Proof of PPD (Mantoux) skin test for tuberculosis performed within one year, and a chest x-ray if positive
- Proof of immunity against measles (Rubella) and German measles
- Physician's statement that the student is free from any health impairment which may pose a risk of illness or injury to health center patients or interfere with the performance of his/her assigned duties.

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## INSURANCE COVERAGE

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UB School of Social Work students who are involved in field placement are covered for general liability under an insurance policy carried by the State University of New York. The field placement agency is listed as an additional insured. A certificate of insurance will be forwarded to field agencies upon request.

Students are also encouraged to consider purchasing student (malpractice) liability insurance through NASW. Information and application can be obtained at the National Association of Social Workers (NASW) website: [www.naswdc.org](http://www.naswdc.org).

Please be advised that although the University provides general liability coverage while a student is in field placement, the policy does not include health insurance or automobile coverage related to field activities. For this reason, **students should not transport clients**.

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## CSWE CURRICULUM POLICY STATEMENT

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The Curriculum Policy Statement for Masters Degree Programs in Social Work provided by the Council on Social Work Education (CSWE) can be found at [www.cswe.org](http://www.cswe.org) or can be requested from the Field Education Department. The CSWE is the body responsible for accrediting Schools of Social Work.

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## USE OF THIS MANUAL IN CONJUNCTION WITH STUDENT HANDBOOK

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Students should use this Field Education Manual in conjunction with the *Student Handbook* received at Orientation. The *Student Handbook* provides additional policy information related to the MSW program. The Student Handbook may be accessed on the School of Social Work website at [www.socialwork.buffalo.edu](http://www.socialwork.buffalo.edu). Click on the “Students” link, click on the “Student Handbook” link.

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## APPENDIX SECTION

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- A MSW Program Curriculum Overview
- B [Orientation Checklist for MSW Interns](#)
- C [HIPAA Client Confidentiality/Identifiers](#)  
[HIPAA Signature Page - See Web](#)
- D Basic Principles of Personal Safety/Risk Mgmt Strategies for Social Work Interns
- E Process Recording
- F [Understanding Professional Ethical Conduct in Social Work Practice – \*\*Ethics Signature Page - See Web\*\*](#)
- G Field Placement Time Sheet - Sample
- H [Policy: Review of Students Who Fail Field Placement](#)
- I [Policy: Review of Students Who Experience Three Unsuccessful Placement Interviews](#)
- J [Policy: Review of Students Who are Terminated From Field Placement](#)
- K [Field Education Log / Journal Assignment](#)  
Sample page for journaling
- L Recommendation Form - International or Out of Region Field Placement

**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
SW 550 First Year Practicum 1 Seminar.....	0

<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
SW 551 First Year Practicum 2 Seminar.....	0

*Advanced Year\**

<u>Fall-Semester III</u>	<u>Credits</u>
SW 992 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 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	

<u>Spring-Semester IV</u>	<u>Credits</u>
SW *** Professional Dev Seminar.....	1
SW ___ Elective(s).....	9
SW 553 Field IV.....	3
Choose <b>one</b> 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 with Couples
- SW526 Interventions with Families
- SW527 Interventions with Groups
- SW528 Interventions with Adults
- SW530 Organizational Change and Development
- 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.....	2

<u>Fall-Semester IV</u>	<u>Credits</u>
SW 520 Interventions I.....	3
SW 550 Field I.....	3
SW 550 First Year Practicum 1 Seminar.....	0

<u>Spring-Semester V</u>	<u>Credits</u>
SW 521 Interventions II.....	3
SW 551 Field II.....	4
SW 551 First Year Practicum 2 Seminar.....	0

*Advanced Year\**

<u>Summer-Semester VI</u>	<u>Credits</u>
SW ___ Advanced Interventions.....	3
SW ___ Elective(s).....	4

<u>Fall-Semester VII</u>	<u>Credits</u>
SW 992 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 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	

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

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

\* Human biology must be completed before beginning advanced year

**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 992 Trauma & Human Rights.....	3
SW ___ Advanced Interventions .....	3
SW 552 Field III.....	4
<u>Choose one of the following Advanced Topics</u> .....	3
SW 560 Nature and Treatment of Alcohol & Other Drug Problems	
SW 561 Dual Disorders	
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 and Treatment of Child Abuse & Neglect	

<u>Spring-Semester III</u>	<u>Credits</u>
SW *** Professional Dev Seminar.....	1
SW ___ Elective(s) .....	9
SW 553 Field IV .....	3
<u>Choose one of the following Advanced Topics</u> .....	3
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
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	

**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).....	5

<u>Fall-Semester III</u>	<u>Credits</u>
SW 992 Trauma & Human Rights .....	3
<u>Choose one of the following Advanced Topics</u> .....	3
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
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	

<u>Spring-Semester IV</u>	<u>Credits</u>
SW 552 Field III.....	4
<u>Choose one of the following Advanced Topics</u> .....	3
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
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	

<u>Summer-Semester V</u>	<u>Credits</u>
SW *** Professional Dev Seminar .....	1
SW 553 Field IV .....	3
SW ___ Elective.....	4

**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 Organizational Change and Development
- SW531 Crisis Interventions

\* Human biology must be completed before beginning advanced year

## **ORIENTATION CHECKLIST FOR MSW INTERNS**

University at Buffalo – School of Social Work

(SAMPLE – MODEL)

Please date each item as it is reviewed/completed.

- \_\_\_\_\_ Organizational Chart of Agency
- \_\_\_\_\_ Mission Statement
- \_\_\_\_\_ Overview of agency treatment/service components, brochures
- \_\_\_\_\_ Other agency sites: arrange visits
- \_\_\_\_\_ List of staff/credentials/titles/phone extensions
- \_\_\_\_\_ Scheduling interviews with agency staff, directors of agency programs
- \_\_\_\_\_ Description & schedule of groups offered at the agency
- \_\_\_\_\_ Meetings: purpose, format, location & time (i.e. Staff meetings, Case Conference)
- \_\_\_\_\_ Policies & Procedures: Include specifics (i.e. procedures for the implementation of HIPAA regulations) and/or reference where to locate Policies and Procedures Manual.
- \_\_\_\_\_ Safety Protocols (in office, home visits, dealing with potentially volatile clients, etc.)
- \_\_\_\_\_ Lethality assessments/ Duty to warn
- \_\_\_\_\_ Child abuse reporting procedure
- \_\_\_\_\_ How to make a referral: within agency, outside agency, specific agencies
- \_\_\_\_\_ Confidentiality regulations, use of appropriate consent for information release forms including those to meet HIPAA regulations.
- \_\_\_\_\_ NASW Code of Ethics available at [www.naswdc.org](http://www.naswdc.org)
- \_\_\_\_\_ Forms used by the agency: Assessment forms, progress notes, Release of Information forms, Insurance & Billing forms, etc., and where to locate them.
- \_\_\_\_\_ Documentation: chart order, progress notes, treatment plans, writing letters
- \_\_\_\_\_ List of Community resources/Referral sources
- \_\_\_\_\_ Dress code
- \_\_\_\_\_ Sign in Sheet

*Appendix B*

## **ORIENTATION CHECKLIST FOR MSW INTERNS** (*Continued*)

- \_\_\_\_\_ Use of phones, fax machine, copy machine, computers, shredder
- \_\_\_\_\_ Physical space: office, restrooms, mailbox, phone messages, lunchroom, parking
- \_\_\_\_\_ Security/locking up
- \_\_\_\_\_ Supplies: Where to find
- \_\_\_\_\_ Coffee Fund
- \_\_\_\_\_ Plan for weekly supervision
- \_\_\_\_\_ Educational assessment/tools (experience, learning style, etc.)
- \_\_\_\_\_ Educational learning tools (journaling, process recording)
- \_\_\_\_\_ Learning contract
- \_\_\_\_\_ Articles: Provide a bibliography & where to locate or a copy of the actual article. Include articles specific to population served, agency principles, cultural competence, interventions, etc.

### **Suggestions to Field Educators for Developing an Orientation Manual for Interns**

1. Developing an orientation manual is an excellent way to tune into what information the student needs. It provides organization and a reference manual. Field educators can refer students to read the manual ahead of time for nuts & bolts information, then review information in supervision for questions. This will save time and provide clarity for present and future students.
2. The above checklist provides suggested items that can be placed in an orientation manual for student reference. Think of the essentials for your setting.
3. A 3-ring binder with dividers provides an excellent format. Tabs can be made for sections (i.e. Organizational Structure, Services, Policies, Procedures, Forms, Articles).
4. If you do not already have a manual, your student can help you to develop one. As you go over material, forms, resource list, etc., you and the student can put a copy of the material into the binder. Have students take notes on protocols or procedures not already documented and write them up for inclusion in the manual. Reviewing what they put together will help you check out communication, organizational and writing skills.
5. Once a manual is developed, it can be easily updated as agency forms change or new policies need to be added for use with future interns.



## **Health Insurance Portability and Accountability Act (HIPAA)**

### **Information on Client Confidentiality**

HIPAA is a piece of legislation that endeavors to ensure a necessary flow of information for health insurance purposes, while increasing protection of consumers' health information privacy. While you will receive a good deal of ethical and practice information about confidentiality as your education in the School of Social Work progresses, it is a requirement of the HIPAA legislation that you be informed of basic privacy practices prior to entering your internship site. The following information will acquaint you with confidentiality practices and is also specific to the HIPAA legislation.

Clients must consent to the use or disclosure of their protected health information by healthcare providers, for the purpose of diagnosing or providing treatment and obtaining payment for health care services performed. They must be informed that for diagnosis or treatment of them by you they must sign a form provided by your field agency.

The client has the right to revoke their consent, in writing, at any time, except to the extent that the agency has taken action in reliance on their consent. (i.e. released information to others before client revoked)

The client must be informed that they have the right to review the agency or institution's *Notice of Privacy Practices Handout* prior to signing a document provided to them by the agency. The *Notice of Privacy Practices Handout* describes the types of uses and disclosures of their protected health information that may occur in treatment and payment of bills or in the performance of health care operations. The *Notice of Privacy Practices* also describes the client's rights and the agency's or institution's duties with respect to their protected health information.

The agency reserves the right to change the privacy practices that are described in the *Notice of Privacy Practices Handout*. The client must be informed that they may obtain a revised notice of privacy practices and how this document can be obtained. The client must also sign a form provided by the agency or institution stating they have received the HIPAA privacy information document.

#### **HIPAA Privacy Rule Compliance: State Law Preemption**

The Health Insurance Portability and Accountability Act (HIPAA)-Privacy Rule contains a variety of complex requirements and new terminology all practitioners must learn and understand. One of the challenging areas specifically related to behavioral health practitioners involves State Law Preemption. This means that Federal law (i.e. the Privacy Rule) takes precedence over State confidentiality laws unless the State law is more stringent. **Students should receive this information at their respective field agency.**

*Appendix C*

**The student is responsible to discuss with his/her field educator at the field agency any Protected Health Information (PHI) being brought to classroom presentations and assignments.**

The client's PHI means health information including demographic information, collected from them and created or received by their physician, another health care provider, a health plan, their employer

or a health care clearinghouse. This protected health information relates to their past, present or future physical or mental health where there is a reasonable basis to believe the information may identify them. **(See next page for HIPAA Identifiers That Must Be Removed.)**

#### **HIPAA IDENTIFIERS THAT MUST BE REMOVED**

All of the following are considered identifiers of the individual or of relatives, employers, or household members of the individual:

1. Names
2. All geographic subdivisions smaller than a State, including street address, city, county, precinct, zip code, and their equivalent geocodes, except for the initial three digits of a zip code if, according to the current publicly available data from the Bureau of the Census;
3. All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated into a single category of age 90 or older;
4. Telephone Numbers;
5. Fax Numbers;
6. Electronic Mail Addresses;
7. Social Security Numbers;
8. Medical Record Numbers;
9. Health Plan Beneficiary Numbers;
10. Account Numbers;
11. Certificate/License Numbers;
12. Vehicle Identifiers and Serial Nos., incl. License Plate Nos.;
13. Device Identifiers and Serial Numbers;
14. Web Universal Resource Locators (URLs);
15. Internet Protocol (IP) Address Numbers;
16. Biometric Identifiers, including Finger and Voice Prints
17. Full Face Photographic Images and any Comparable Images; and
18. Any other unique identifying number, characteristic, or code.

*The information provided here is available to the public and should not be construed as legal advice. It will be essential that interns also ask for and receive HIPAA training that is specific to your respective field agency*

## **Basic Principles of Personal Safety/Risk Management Strategies for Social Work Interns**

1. Assessing and managing personal safety risk are essential social work skills (essential life skills). These include becoming aware of the indicators of risk and developing a purposeful and thoughtful strategy to reduce or avoid the risk.
2. It is not possible to eliminate risk but there are specific strategies one can utilize to reduce threats to personal safety.
3. Remember you are ultimately responsible for your own personal safety. Pay attention to your instincts. They can be an important guide to danger.
4. Field Educators should provide an orientation for interns to personal safety procedures in their field practicum agencies. If students have not received this information, they should request it. Policies and procedures will vary in different agency settings. Policies may include requiring home visits to be done in pairs, requiring interview rooms to remain open during sessions, or a specific set of procedures which should be followed if a staff member finds themselves in a potentially dangerous situation.
5. Interns should always inform their field educator and faculty liaison of incidents where they feel their personal safety threatened.
6. Social workers frequently work with clients who have histories of violence, aggression, mental illness, and substance abuse.
7. Be alert to all parties in your immediate environment.
8. Carry yourself in a confident manner. Be purposeful in your actions.
9. Be friendly; however, do not disclose a great deal of information about yourself or family.
10. At all times consider safety. Use your observational skills to practice safely.
11. Your supervisor or someone in the agency should know where you are. Before going on home visits, give specific information about your destination and approximate time of arrival and departure. If you are concerned about seeing a particular client, ask for assistance or take another worker with you.

### **Risk Management Strategies in preparing for Agency Visits for Social Work Interns :**

1. Be aware of the physical setting where you will be seeing clients. Where is the desk located? Always have a pathway to the door. Do not seat your client between you and the door.
2. Don't place excessive items on your desk. Paperweights, staplers, scissors can all become weapons.
3. If appropriate, leave the door open when meeting with clients.

*Appendix D*

4. Find out if the agency has a buzzer system or other methods to communicate with staff when an individual worker is having problems.
5. Keep your supervisor/other staff informed when and where you will be seeing clients. Never remain alone in a building seeing clients.
6. Never work in the building alone. Your field educator or other staff should be on site and available to you when you are engaged in practicum activities.
7. Be aware of the environment when entering and leaving the agency. If you observe suspicious circumstances, notify your supervisor or wait for others to leave the building so you can walk with them.

**Risk Management Strategies for Home Visits & Work in the Community for Social Work Interns:**

1. Home visits are a frequent part of social work services. It is not necessary to be afraid, just to be observant and use good judgement.
2. Notify your field supervisor that you will be making a home visit. Give specific information about your destination and approximate arrival/departure times. If you are concerned about seeing a particular client, ask for assistance or take another worker with you.
3. When visiting a community/making home visits do not wear expensive jewelry or do things that will make you stand out. Dress in a manner conducive to your practicum activities. Wear clothes that will allow you to run if necessary.
4. When you are in the local neighborhood, be sure to scan the environment and be aware of what is happening around you.
5. A cellular phone is very useful. If you do not have a phone, pay attention to where the nearest phone is located.
6. Carry yourself in a confident, professional manner. Send a message that you are here for a purpose. Be respectful of those in the community.
7. If you are in an unfamiliar building and are using the elevator, try to get on an unoccupied elevator. If the door opens and people who make you feel uncomfortable are on the elevator, simply state that you are going in the other direction.
8. When you knock on the door of a dwelling, pay attention to the sounds you hear from inside. If a heated argument is going on, you may want to wait or go to a pay phone to verify if this is a good time for a visit.
9. Always identify yourself, and do not enter the dwelling until you are invited in. Once inside, don't sit down until you are invited. Choose a seat close to the door and ask if you may sit there.
10. Remember, you are on the client's territory. Home visits are not inherently dangerous; however, people may react differently when they are on their territory.

11. If there are animals in the home, do not assume they will not harm you. Ask the client to please restrain the animal or put them in another room.
12. Do not turn your back on an irate client. Keep them in your vision at all times.
13. When you are in a client home, be aware of the other persons who are also there. Their behaviors such as drug taking, violence, and extreme anger should also be considered when assessing risk.
14. If you observe drugs or weapons, you should reschedule the visit and leave as soon as possible.
15. Find out about the communities where you will be working. Discuss with other workers at the agency. If working in a high crime area, discuss specifically what the safety guidelines are with your field educator. Do not go into high crime areas at night.
16. When making home visits, ask the client about any safety concerns in his or her neighborhood and recommended safety strategies.
17. Make sure that you have your car keys in your hand. Always lock your car once you are in the car and after you get out.
18. If you will be placing your purse in the car trunk, do it before you leave the office to avoid calling attention to the act or leave it in the office.
19. Check your car for sufficient gas before you leave the office. Think what you would do if you had car trouble or a flat tire. Do you have an auto club? Do you know how to fix a flat? Make sure you have emergency equipment in your car such as a flashlight, jumper cables, and emergency road kit.
20. When parking your car, choose a spot that is close to a light. Park as close to where you are going as possible. Make sure your car is pointed in the direction to leave.
21. Do not transport clients in your personal automobiles. Discuss this with your field supervisor at the preplacement interview so there is no unexpected requests from the agency to do so.
22. Before you leave the office, make sure you have the correct directions and phone numbers. Get a map and plan your trip. If you get lost, go to a gas station or convenience store to ask directions.

### **Guidelines for Dealing with Agitated Clients:**

If a client becomes agitated or confrontational:

1. Maintain an appropriate distance. Sometimes, we tend to move closer to an individual and this can escalate a situation or put you in danger of being assaulted. You may need to give them space to walk out of the area or to remove yourself from the area. If needed, ask a supervisor or another staff in authority to assist you. (Allowing you to disengage with the person, get out of danger, and make someone aware of the volatile situation.)

2. Encourage the person to have a seat if they are standing. Pacing can increase the agitation. You may wish to stand until assistance arrives, or you may choose to sit after the client sits.
3. Do not touch the person, even if attempting to simply pat them on the shoulder to reassure them.
4. Watch carefully and remain alert. Clenched fists, hands that are opening and closing in a frenzied manner, darting eyes or a wide-eyed panic stricken look and tensed jaw muscles can provide indicators that the person is very agitated. If aggressive behaviors continue to escalate despite your efforts to assist the client in calming down, identify an opportunity to leave this volatile situation to get help.
5. When faced with verbal confrontation, keep your voice calm. Do not engage in an argument. Speaking softly will sometimes allow the person to lower their tone in order to hear what you are saying.
6. Provide an honorable avenue of escape. Know when to terminate a session. Do not become so focused on the task that you ignore warning signs of a potentially dangerous situation. Offer to reschedule the appointment. You may ask the client to wait in the waiting room while you contact your supervisor for direction as to how to proceed in assisting them.
7. Realize that an individual who is under the influence of alcohol or other drugs has an increased risk of unstable or volatile behavior and impaired judgement. Learn to identify signs of being under the influence: glassy eyes, dilated pupils, staggering, odor of alcohol or marijuana, irrational or illogical behavior, acting uncharacteristically different, extremely depressed or elevated mood. It is not useful to attempt to resolve issues with a client in this condition. It is recommended that you terminate the session and reschedule.
8. If you are threatened with violence, disengage immediately until you can get assistance from your supervisor or local police if necessary.

# PROCESS RECORDING - A TOOL FOR TEACHING AND LEARNING

The Field Education Department is offering process recording as one teaching and learning tool for the field education experience. It is not a requirement of the program.

Detailed recording teaches the intern to **listen** and **remember** as well as self-reflection. These are good indicators of the intern's perceptions of his/her experience and interventions. We know that there are many other effective learning tools. These recordings are not intended to take the place of other tools such as audio or video recording. Students and field educators are encouraged to use this tool if it is determined to be useful in the particular setting.

Process recordings have a variety of purposes; among them are:

- ◆ Keeping the field educator informed of what the intern is doing.
- ◆ Helping the intern to develop his/her memory and recall skills.
- ◆ Encouraging the intern to become more self-reflective.
- ◆ Encouraging the intern to conceptualize.
- ◆ Serving as a tool for evaluating the intern's progress over time.
- ◆ Helping the field educator and faculty liaison to develop a deeper understanding of interns learning needs, knowledge gaps, and skill levels.
- ◆ Helping the intern to become a more accurate reporter.

The process recording is a detailed written account of the interaction between the intern and client(s). Field Educators and interns are encouraged to use a format that accommodates the intern's learning needs and style. Process recordings include the following:

- ◆ The content of the interview including the details of what the client and intern said.
- ◆ The intern's observations and impressions of the client's body language and affect.
- ◆ Details of the intern's interventions.
- ◆ The intern's account of his/her own thoughts and feelings as they relate to the session.
- ◆ Plans for the next session.
- ◆ Questions for supervision.

Clinical interns will most often record individual face-to-face sessions with clients. However, it is also useful to record telephone or in-person contacts with families and groups. For non-clinical/macro practice interns, it is also useful to record group meetings or a variety of other practice experiences where the intern is interacting and involved. These provide the opportunities to examine interactions and use of self in a variety of contexts and roles.

### **Suggestions for an effective use of the Process Recording Tool:**

It is important that the recordings are given to field educators in advance of scheduled supervision sessions. Field educators must have enough time to read them in order for the recording to be an effective learning tool. Please plan accordingly.

Time should be allotted in the interns schedule at the agency to work on recordings.

Two sets of guidelines for process recording are included for field educators and interns to refer to.

Field instructors and interns may find it helpful to refer to actual recording examples in Shulman, Lawrence, Teaching the Helping Skills: A Field Instructor=s Guide, Itasca, IL. F.E. Peacock Publishers, 1983.

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Please Note:

The process recordings discussed here are in addition to any agency recording requirements for the agency files.

(The Field Education Department of the University at Buffalo School of Social Work gratefully acknowledges the contributions of the Field Education Department at Boston University and their Curriculum Guide for Field Educators – 1998-2000.)



## **PROCESS RECORDING GUIDELINES**

### ***Individuals, Families, & Small Groups***

*This is the most useful process recording method to use in developing social work skills with individuals, families, and small groups. It consists of a verbatim account of intern and client(s) interaction. It should start with:*

- ◆ *Identifying characteristics (i.e. Initials, age, gender of person/people in session)*
- ◆ *Numbers of previous contacts*
- ◆ *Throughout the process recording, the intern should indicate his/her actual work and the work of the client, verbatim statements and questions, movements, feelings, and attitudes. **The entire verbal and non-verbal content of the interaction** (as closely as you can remember).*

*In the analysis, the intern examines the work:*

- ◆ *What did I do or say that worked?*
- ◆ *What might I have done differently?*
- ◆ *What was my intention?*
- ◆ *What was I feeling?*
- ◆ *When was I feeling that . . . .*
- ◆ *What stimulated my statement/action?*
- ◆ *What questions do I have for supervision?*
- ◆ *Overall impression - i.e. How do I understand the behavior/content of the individual, family, or group in this session? (brief)*
- ◆ *Goals for next session (brief)*

(\* Adapted from Michigan State Curriculum Guide and the Boston University School of Social Work Curriculum Guide.)

## **PROCESS RECORDING GUIDELINES**

### ***Larger Groups***

*This is the most useful process recording to use in the development of social work skills with larger groups/meetings and other macro/non-clinical social worker activities. Includes a mix of summary and verbatim material. The process recording can be focused on certain key times during the group (instead of recording the entire activity verbatim). These recordings should include:*

- ◆ *How the group starts – the feelings, interaction, and comments as the members enter the group and begin to develop the discussion of program*
- ◆ *Transitions – how the group gets from one point to the next, the connections*
- ◆ *Core of the session – the content and/or behavior that expresses the central theme (concern, idea) of the group in its work*
- ◆ *Conclusion – how the session ended, plans for the future*
- ◆ *Throughout the process recording, the intern should indicate his/her actual work – verbatim statements and questions, movements, feelings, and attitudes. Particularly significant or troublesome incidents should be written in greater detail as should group sessions in the beginning states.*

*In the analysis, the intern examines the work:*

- ◆ *How did I understand the behavior/content for the individual and/or group?*
- ◆ *What stimulated my action?*
- ◆ *What was my feeling?*
- ◆ *What was the intention?*
- ◆ *The result?*
- ◆ *Where did I have questions?*
- ◆ *What might I have done differently?*
- ◆ *What theory guided my action?*

*In the summary, include a concise statement of the theme(s), significant individual notes and follow-up needs, and questions for the supervision.*

(\* Adapted from Michigan State Curriculum Guide and the Boston University School of Social Work Curriculum Guide.)

# University at Buffalo School of Social Work

## Understanding Professional Ethical Conduct in Social Work Practice

Social work students are expected to adhere to the standards and ethics of the profession as articulated in the National Association of Social Workers' (NASW) *Code of Ethics* and the Standard of the Council on Social Work Education (CSWE). Prior to signing this agreement, you are asked to read the entire NASW *Code of Ethics*. This document may be found in your student handbook or on the NASW website, located at <http://www.naswdc.org>. The following areas of the NASW *Code of Ethics* are of particular relevance for your practicum experiences:

### **Commitment to Clients (1.01)**

Social workers' primary responsibility is to promote the well-being of clients.

### **Cultural Competence and Social Diversity (1.05)**

Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

### **Self-Determination (1.06)**

Social workers respect and promote the right of clients to self-determination and assist client in their efforts to identify and clarify their goals.

### **Conflicts of Interest (1.06)**

- a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
- b) Social workers should not take unfair advantage of any professional relationship.
- c) Social workers should not engage in dual or multiple relationships with clients or former clients, in which there is a risk of exploitation or potential harm to the client.

### **Privacy and Confidentiality (1.07)**

Social workers should protect the confidentiality of all information obtained in the course of professional services, except for compelling professional reasons.

### **Sexual Relationships (1.09 a and c)**

Social workers under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced. Additionally, social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client.

### **Physical Contact (1.10)**

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients).

### **Derogatory Language (1.12)**

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about the clients.

### **Payment for Services (1.13b)**

Social workers should avoid accepting goods or services from clients as payment for professional services.

### **Dishonesty, Fraud and Deception (4.04)**

Social workers should not participate in, condone or be associated with dishonesty, fraud or deception.

**NOTE:** If at anytime during your field practicum, you find yourself in a situation in which you have questions or concerns about a potential ethical issue or dilemma, contact your field instructor or faculty liaison immediately.

*Appendix F*

# Field Placement -- Time Sheet (Fall-Spr)

Student Name: \_\_\_\_\_ Timesheets are due to Liaisons  
Field Educator: \_\_\_\_\_ at the end of each semester. Total: 420.00

August, September, October, November, December -- Fall Semester						
<b>August</b>					Aug 30	Notes:
Monday						*** Classroom Interventions/Field Lab
Tuesday						begins week of 08/30 ***
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						
<b>Total weekly hours</b>	0.00	0.00	0.00	0.00	0.00	
<b>August total</b>	0.00					Field Educator must check hours in weekly supervision.
<b>September</b>	Aug 30	Sep 06	Sep 13	Sep 20	Sep 27	Notes:
Monday						
Tuesday						
Wednesday						
Thursday					7.50	*** Field begins week of 09/27 ***
Friday						
Saturday						
Sunday						
<b>Total weekly hours</b>	0.00	0.00	0.00	0.00	7.50	
<b>September total</b>	7.50					Field Educator must check hours in weekly supervision.
<b>October</b>	Sep 27	Oct 04	Oct 11	Oct 18	Oct 25	Notes:
Monday						
Tuesday						
Wednesday						
Thursday		7.50	7.50	7.50	7.50	*** 10/26 Learning Contracts Due ***
Friday	7.50	7.50	7.50	7.50	7.50	
Saturday						
Sunday						
<b>Total weekly hours</b>	7.50	15.00	15.00	15.00	15.00	
<b>October total</b>	67.50					Field Educator must check hours in weekly supervision.
<b>November</b>	Nov 01	Nov 08	Nov 15	Nov 22	Nov 29	Notes:
Monday						Fall Recess (no field) 11/24-11/28
Tuesday						Field Resumes 11/29
Wednesday						
Thursday	7.50	7.50	7.50			
Friday	7.50	7.50	7.50			
Saturday						
Sunday						
<b>Total weekly hours</b>	15.00	15.00	15.00	0.00	0.00	
<b>November total</b>	45.00					Field Educator must check hours in weekly supervision.
<b>December</b>	Nov 29	Dec 06	Dec 13	Dec 20	Dec 27	Notes:
Monday						Field Resumes 11/29
Tuesday						Winter Recess (no field) begins 12/21-12/26
Wednesday						Field Resumes 12/27/2010
Thursday	7.50	7.50	7.50		7.50	
Friday	7.50	7.50	7.50		7.50	*** 12/17 Mid Placement Evals due ***
Saturday						1/1/2011 New Years (no field)
Sunday						
<b>Total weekly hours</b>	15.00	15.00	15.00	0.00	15.00	
<b>December total</b>	60.00					Field Educator must check hours in weekly supervision.

## Policy & Procedure: Review of Students Who Fail Field Placement

University at Buffalo – School of Social Work

<b>Topic: Review of Students Who Fail Field Placement</b>	
<b>Section: Field Education</b>	
<b>Original Date: 06/13/2006</b>	
<b>Date Revised: 04/01/2011</b>	<b>Updated By: lalewis</b>

<b>POLICY:</b> Students who fail SW550, 551, 552, or 553 will meet with field staff and the MSW Director to determine whether the student will be permitted to repeat the field placement. Students who are not permitted to repeat field placement will be dismissed from the MSW Program.
<b>ORIGIN OF POLICY:</b> Academic Affairs
<b>QUESTIONS REGARDING POLICY TO:</b> lalewis

<b>RESPONSIBILITY</b>	<b>PROCEDURE</b>
Faculty Liaison	1. Notifies the Director for Field Education (DFE) that a failing grade will be submitted. 2. Provides DFE with a copy of the Field Performance Evaluation documenting the failure and a summary report substantiating failing grade and efforts to provide corrective action.
Director for Field Education	3. Contacts all parties (field education staff representative(s), faculty liaison, MSW Director, student) to schedule a mutually agreed time for the review meeting. 4. Shares a copy of the summary report with all identified parties at least 1 week prior to the meeting.
Representative(s) from the Field Education Staff, MSW Director, faculty liaison, and student.	5. Meets to discuss the circumstances of the failure in the field placement. Once the review meeting is completed the student will be excused from the room.
Representative(s) from the Field Education Staff, MSW Director, faculty liaison	6. Makes a decision, based on the information gathered, to determine whether or not the student will have the option to repeat the field placement.
Representative(s) from the Field Education Staff, MSW Director, faculty liaison, and student	7. Notifies student of determination and discusses consequences of decision.

*Appendix H*

MSW Director	8. Sends a letter informing the student if a determination is made that the student cannot repeat field.
Student	9. Can file an appeal with the SSW Committee on Students
Director for Field Education	10. Sends letter to student if a determination is made to replace, detailing recommendations with a cc to appropriate field education staff
Field Education staff member responsible for the placement process	11. Contacts student to set up a meeting to discuss the placement process if student is given the option to repeat field. 12. Discusses recommendations detailed at the review meeting with student in writing prior to starting the next field placement. 13. Notifies student of a placement where he/she can interview based on the assessed needs of the student. 14. The original choice process will not be repeated.

*Appendix H*

## Policy & Procedure: Review of Students Who Experience Three Unsuccessful Placement Interviews

University at Buffalo – School of Social Work

<b>Topic: Review of Students Who Experience Three Unsuccessful Placement Interviews</b>	
<b>Section: Field Education</b>	
<b>Date: August 13, 2009</b>	<b>By: lalewis</b>

<b>POLICY:</b> Students who fail three placement interviews will not be placed in field. A review meeting will be scheduled to determine whether the student will be allowed to continue in the field course.
<b>ORIGIN OF POLICY:</b> Academic Affairs
<b>QUESTIONS REGARDING POLICY TO:</b> Director of Field Education

<b>RESPONSIBILITY</b>	<b>PROCEDURE</b>
Director of Field Education	1. Notifies student advisor and MSW Director, providing a summary report of unsuccessful interviews and actions taken.
Director of Field Education	2. Contacts all parties (student, field education staff representative(s), faculty advisor, MSW Director) to inform of unsuccessful interviews. 3. Schedules a mutually agreed upon time for the review meeting.
Representative(s) from the Field Education Staff (MSW Director, and advisor may attend at their discretion.)	4. Meets to discuss the circumstances of the unsuccessful interviews, and to obtain student feedback. Once the review meeting is complete the student will be excused from the room. 5. Makes a determination, based on the information gathered, whether student will or will not have the option to be sent on another placement interview. If it is determined that the student will be allowed to interview, a plan of action, including recommendations and steps that should be taken by the student, will be formulated. Placement is generally deferred by one semester. If it is determined that the student will be not be allowed to interview, a plan of action and recommendations are formulated. 6. Notifies student in person or by phone of determination and discusses consequences of decision within 30 days.

*Appendix I*

MSW Program Director	<p>7. If a determination is made to not allow student to interview, sends written notification of this determination to student within 30 days, detailing the plan of action and recommendations discussed at review meeting, including steps that will be taken by the school (i.e. either #8 or #9 or #10), as well as steps that should be taken by the student.</p> <p>8. If a student receives a “U” grade, the “Field Failure” policy will then be followed. See Field Manual.</p> <p>9. If a decision is made that a student cannot go into field because of unethical, dangerous, or extremely inappropriate behavior, Field Staff will file a grievance with the SSW Committee on Students.</p> <p>10. If student impairment is identified as a concern, Field Staff will refer the case to SSW Impairment Committee.</p>
Student	11. Can file an appeal with the SSW Committee on Students.
Director of Field Education	12. If a determination is made to allow student to interview, sends notification letter to student within 30 days, detailing recommendations discussed at review meeting, including steps that should taken by the student, with a cc to appropriate field education staff.
Field Education staff member responsible for the placement process (either Field Education Associate or Senior Field Education Associate, or Off-campus Coordinators)	<p>13. Contacts student to set up a meeting to discuss the interview process if student is given the option to interview.</p> <p>14. Discusses with student written recommendations detailed at the review meeting before arranging placement interview.</p> <p>15. Notifies student of a placement where he/she can interview based on the assessed needs of the student. If an advanced year student, his/her preferences around practice areas will be also considered.</p> <p>16. The original choice process will not be repeated.</p>



## Policy & Procedure: Review of Students Who Are Terminated From Field Placement

University at Buffalo – School of Social Work

<b>Topic: Review of Students Who Are Terminated From Field Placement</b>	
<b>Section: Field Education</b>	
<b>Date: August 13, 2009</b>	<b>By: lalewis</b>

<b>POLICY:</b> Students who are terminated from their field placement will meet with field staff to discuss the circumstance of termination, and to consider replacement.
<b>ORIGIN OF POLICY: Academic Affairs</b>
<b>QUESTIONS REGARDING POLICY TO: Director of Field Education</b>

<b>RESPONSIBILITY</b>	<b>PROCEDURE</b>
Faculty Liaison	<ol style="list-style-type: none"> <li>1. Notifies the Director of Field Education (DFE) of termination.</li> <li>2. Provides DFE with a summary report substantiating field concerns and efforts to provide corrective action.</li> </ol>
Director of Field Education	<ol style="list-style-type: none"> <li>3. Contacts all parties (field education staff representative(s), faculty liaison, faculty advisor, MSW Director, student) to inform of termination.</li> <li>4. Schedules a mutually agreed time for the review meeting.</li> <li>5. Shares a copy of the summary report with all identified parties prior to the meeting.</li> </ol>
Representative(s) from the Field Education Staff, faculty liaison, student. (MSW Director, and advisor may attend at their discretion.)	<ol style="list-style-type: none"> <li>6. Meets to discuss the circumstances of field placement termination, and obtain student feedback. Once the review meeting is completed the student will be excused from the room.</li> <li>7. Makes a decision, based on the information gathered, to determine whether or not the student will have the option to repeat the field placement.</li> <li>8. Notifies student in person or by phone of determination and discusses consequences of decision within 30 days.</li> </ol>

MSW Program Director	<p>9. Sends a letter (See #8) informing the student if a determination is made that the student <b>will not</b> be replaced in field. This letter will inform the student about the steps to be taken by the school (i.e. either #10 or #11 or #12).</p> <p>10. If a student receives a “U” grade, the “Field Failure” policy will then be followed. See Field Manual.</p> <p>11. If a decision is made that a student cannot go into field because of unethical, dangerous, or extremely inappropriate behavior, Field Staff will file a grievance with the SSW Committee on Students.</p> <p>12. If student impairment is identified as a concern, Field Staff will refer the case to SSW Impairment Committee.</p>
Student	13. Can file an appeal with the SSW Committee on Students.
Director of Field Education	14. Sends letter to student within 30 days (See #8) if a determination is made to replace student, detailing recommendations discussed at the termination meeting with a cc to appropriate field education staff.
Field Education staff member responsible for the placement process (either Field Education Coordinator or Assistant Director of Field Education)	<p>15. Contacts student to set up a meeting to discuss the placement process if student is given the option to repeat field.</p> <p>16. Discusses recommendations detailed at the review meeting with student in writing prior to starting the next field placement.</p> <p>17. Notifies student of a placement where he/she can interview based on the assessed needs of the student. If an advanced year student, his/her preferences around practice areas will be also considered.</p> <p>18. The original choice process will not be repeated.</p>

**Field Education Log / Journal Assignment (May be handwritten or typed.)**

**Directions:**

- 1. Read pages 2-4 regarding content of journal.**
- 2. Before the start of each day, enter your thoughts and feelings related to scheduled activities.**
- 3. At the end of each day, following the journal entry, write 2-3 paragraphs in response to the following questions:**
  - a) What did you feel successful in?
  - b) What was challenging for you?
  - c) What were your cognitions (thoughts) and feelings about the views and perspectives of others?
  - d) How did you respond to any feedback that may have been provided you?
  - e) Can you identify areas of professional development and personal growth related to the day's events?
  - f) From a Social Work perspective, what was your key learning about your work and about yourself?
- 4. Finally, after completion of each semester, from a Social Work perspective identify areas of professional development and personal growth (i.e. related to level of self-awareness, insight; related to Social Work roles; related to Social work theory)?**

## LOG/JOURNAL FORMAT – INSTRUCTIONS

### Description of Activities

Discuss what you actually did during the day.

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 day 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:

*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.*

*Appendix K*

### **Integration of Theory and Practice**

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

For example:

*During the completion of a bio-psychosocial 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 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 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.

### **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.

Before your day begins....

Description of Activities	Values	Integration of Theory and Practice	Feelings
			

## Faculty Liaison Assessment

### INTERNATIONAL OR OUT-OF-REGION FIELD PLACEMENT IN SOCIAL WORK

#### UB School of Social Work Field Education Department

Name of Student: \_\_\_\_\_

Name of Faculty Liaison: \_\_\_\_\_

Date: \_\_\_\_\_ Field Placement \_\_\_\_\_

PLEASE ASSESS THE ABOVE STUDENT FOR GOODNESS OF FIT FOR AN  
INTERNATIONAL (OR OUT-OF-REGION) FIELD PLACEMENT

#### Maturity

Low 1 2 3 4 5 6 7 High

Comments:

#### Self Awareness

Low 1 2 3 4 5 6 7 High

Comments:

#### Problem Solving Ability

Low 1 2 3 4 5 6 7 High

Comments:

#### Cultural Sensitivity

Low 1 2 3 4 5 6 7 High

Comments:



Positive Attitude  
Low 1 2 3 4 5 6 7 High

Comments:

Accepts Feedback  
Low 1 2 3 4 5 6 7 High

Comments:

Professional use of self  
Low 1 2 3 4 5 6 7 High

Comments:

Social Work ethics and values  
Low 1 2 3 4 5 6 7 High

Comments:

Recommendation for International or Out-of-Region Field Placement:

Yes without reservation

Yes with reservation

Not recommended

## Classroom Faculty Assessment

### INTERNATIONAL OR OUT-OF-REGION FIELD PLACEMENT IN SOCIAL WORK

#### UB School of Social Work Field Education Department

Name of Student: \_\_\_\_\_

Name of Faculty Completing Assessment: \_\_\_\_\_

Date: \_\_\_\_\_

PLEASE ASSESS THE ABOVE STUDENT FOR GOODNESS OF FIT FOR AN  
INTERNATIONAL (OR OUT-OF-REGION) FIELD PLACEMENT

Maturity

Low 1 2 3 4 5 6 7 High

Comments:

Self Awareness

Low 1 2 3 4 5 6 7 High

Comments:

Problem Solving Ability

Low 1 2 3 4 5 6 7 High

Comments:

Cultural Sensitivity

Low 1 2 3 4 5 6 7 High

Comments:

Positive Attitude  
Low 1 2 3 4 5 6 7 High

Comments:

Accepts Feedback  
Low 1 2 3 4 5 6 7 High

Comments:

Professional use of self  
Low 1 2 3 4 5 6 7 High

Comments:

Social Work ethics and values  
Low 1 2 3 4 5 6 7 High

Comments:

Recommendation for International Field or Out-of-Region Field Placement:

Yes without reservation

Yes with reservation

Not recommended

# Field Educator Assessment

## INTERNATIONAL OR OUT-OF-REGION FIELD PLACEMENT IN SOCIAL WORK

### UB School of Social Work Field Education Department

Name of Student: \_\_\_\_\_

Name of Faculty Completing Assessment: \_\_\_\_\_

Date: \_\_\_\_\_

PLEASE ASSESS THE ABOVE STUDENT FOR GOODNESS OF FIT FOR AN  
INTERNATIONAL (OR OUT-OF-REGION) FIELD PLACEMENT

#### Maturity

Low 1 2 3 4 5 6 7 High

Comments:

#### Self Awareness

Low 1 2 3 4 5 6 7 High

Comments:

#### Problem Solving Ability

Low 1 2 3 4 5 6 7 High

Comments:

#### Cultural Sensitivity

Low 1 2 3 4 5 6 7 High

Comments:

Positive Attitude  
Low 1 2 3 4 5 6 7 High

Comments:

Accepts Feedback  
Low 1 2 3 4 5 6 7 High

Comments:

Professional use of self  
Low 1 2 3 4 5 6 7 High

Comments:

Social Work ethics and values  
Low 1 2 3 4 5 6 7 High

Comments:

Recommendation for International or Out-of-Region Field Placement:

Yes without reservation

Yes with reservation

Not recommended