

Field Education Manual

2013-2014

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 educators 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, PhD, LCSW, ACSW
Director of Field Education*

FIELD EDUCATION DEPARTMENT CONTACT INFORMATION

Field Education Department Staff

Laura Lewis	Director	lalewis@buffalo.edu	716-645-1232
Zoe Koston	Senior Field Coordinator	zakoston@buffalo.edu	716-645-1236
Marjorie Quartley	Field Coordinator	quartley@buffalo.edu	716-645-1233
Kathryn Griswold	Administrative Coordinator	kg52@buffalo.edu	716-645-1234

How to Reach Us

Mail: 685 Baldy Hall
Buffalo, NY 14260-1050

Office Location: 636 Baldy Hall, North (*Amherst*) Campus

Telephone: (716) 645-1234
Fax: (716) 645-3157
E-mail: sw-field@buffalo.edu
Website: www.socialwork.buffalo.edu

Adjunct Faculty Liaisons

Name	Email	Phone	Office Location
Andrews, Megan	mmla@buffalo.edu	(716) 445-9002	685 Baldy Hall
Decker, Khristopher	kmdecker@buffalo.edu	(716) 510-2683	685 Baldy Hall
DeMarse, Melanie	mwdemars@buffalo.edu	585-455-0454	685 Baldy Hall
Donohue, Barbara	bd24@buffalo.edu	(716) 639-1141 (716) 390-7167	685 Baldy Hall
Dulmus, Catherine	cdulmus@buffalo.edu	(716) 645-1253	668 Baldy Hall
Elias, Kathleen	keliass2@buffalo.edu	(716) 773-8978 (716) 308-7461	685 Baldy Hall
Kendall, Kathryn	kkendall@buffalo.edu	(716) 645-1265	672 Baldy Hall
Koston, Zoe	zakoston@buffalo.edu	(716) 645-1236	637 Baldy Hall
Kranock, Mary Ellen	mkranock@buffalo.edu	(716) 912-8417 (585) 542-6428	685 Baldy Hall
Krapf, Amy	amykrapf@buffalo.edu		685 Baldy Hall
Kusmaul, Nancy	nancykus@buffalo.edu	(585) 329-3751	685 Baldy Hall
Millard, Amy	amillard@buffalo.edu	(716) 583-8501	685 Baldy Hall
Morris, Amy	alr8@buffalo.edu	(716) 837-8039	685 Baldy Hall
Quartley, Margie	quartley@buffalo.edu	(716) 645-1233	635 Baldy Hall
Reiser, Shirley	skreiser@buffalo.edu	(585) 943-3334	Contact S. Reiser
Schultz, Maggie	schult@buffalo.edu	(716) 695-1333 (716) 310-9511	685 Baldy Hall
Turnbull, Laura	heid@buffalo.edu	(716) 720-6725	Contact L Turnbull

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INTRODUCTION

Field Education is an integral part of the overall MSW curriculum. Students complete this component of their social work education through participation in supervised field placement experiences at agencies or institutions that have entered into a contractual arrangement with the School of Social Work. The School is affiliated with over 600 agencies, some with multiple sites, providing a variety of social work settings. Field Education provides students with the opportunity to integrate and apply the social work theories, skills, and values they are learning via coursework in a practice setting. It allows for this foundation of knowledge to come alive with real life experiences. 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 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.

UB SCHOOL OF SOCIAL WORK MISSION STATEMENT

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

The diverse community of UB 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.

MSW CURRICULUM

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*.

STRUCTURE OF THE FIELD EDUCATION PROGRAM

(See also [Field Program Structure Table](#).)

❖ Regular Full Time Program

Students in the regular full-time program (including BA/MSW, MPH/MSW & MBA/MSW students) complete two field placements. Foundation field is completed concurrently with Interventions I and Interventions II. 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 of practice.

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.

Students in the Advanced Year practicum are generally 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 at the request of a placement site. Schedules should be determined at the start of placement, and followed consistently.

❖ Part-time Program

Students in the part-time program complete two field placements. Foundation field is completed concurrent with Interventions I and II. 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 of practice.

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.

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 chosen area of practice. 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 generally complete their Advanced Year placement in the Fall (SW 552) and Spring (SW 553) semesters. Part-time Advanced Standing students generally 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.

- ❖ **BA/ MSW, MSW/MBA, and MSW/MPH Programs – See “Regular Full-time Program” section above.**
- ❖ **Online Part-time MSW Program—See “Part-time Program” section above.**

❖ **Field Education Program Structure Table**

<u>Program Type</u>	Number of Placements	Minimum Total Required Hours	Semester Time Periods For Placements	<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 3rd 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 an “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 psycho educational 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, an Independent Study Contract form which can be found in the [School’s Student Handbook](#) (note- this is a hyperlink) should be submitted to the Director of Field Education. Students should indicate how many credits they are registering for (from 1 to 3 credits depending on the amount of work involved in the project).
7. The form is signed by Director of Field Education and the MSW Program Director.
A final, signed copy of the Independent Study Contract form will be placed in the student’s file.
8. The student then registers under the Field Director for the appropriate number of Independent Study credit hours.

The Field Director, in consultation with the Faculty Liaison, will be responsible for overseeing the *Independent Study*, and for providing a grade.

THE CONTENT OF FIELD EDUCATION

❖ 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.

❖ **Field Education Learning Contract & Evaluation Form and Taskstream**

The School of Social Work has implemented a structured learning contract and evaluation form using Taskstream, a cloud-based assessment tool used for learning and evaluation of student performance. The online tool s designed to assist field educators and students in the process of developing an individualized plan for learning that integrates classroom knowledge with field education experiences. Information about Taskstream account creation is provided to students and educators via email. See also Appendix L

Students are required to purchase a Taskstream Account, and Taskstream is a required resource for all students enrolled in the field course.

[Click here to learn more.](#)

Helpful Quick-start Guides are available for Field Educators, and for Students can be found on the School of Social Work web: <http://www.socialwork.buffalo.edu/msw/field/learn.asp>

❖ **Understanding Field Education Learning Objectives and Expected Outcomes**

A set of Foundation Competencies (*or learning objectives*), and a set of Advanced Year Competencies (*or learning objectives*) were identified by the School of Social Work faculty, in accordance with Council on Social Work Education requirements. Each individual competency has a set of practice behaviors (*or expected behavioral outcomes*) associated with it. The purpose of this competency-based educational framework is as follows:

- 1) To provide an organizing framework for the field education experience and a guideline for developing the learning contract.
 - The competencies are the main areas of learning, i.e. learning about professional self, organization, community, developing skills in engagement, assessment, interventions and communication.
 - The practice behaviors which are listed under each competency define what is meant by the competency, and serve to operationalize what students are required to master in order to be deemed competent. The practice behaviors for the Foundation placement reflect generalist, foundational learning expectations while practice behaviors for the Advanced Year articulate how competencies will be met at an advanced level.
- 2) To identify/reflect a core or common denominator of values, knowledge, and intervention skills that underpins all social work practice. The competencies provide a common base, transferable across settings, population groups and problem areas.
 - Students must meet the identified competencies 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 competencies, practice behaviors 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 competencies, 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 Advanced Year curriculum.

The purpose of the advanced year placement is to prepare students for advanced generalist social work practice, with a focus on a student's chosen area of interest.

❖ **Guidelines for Completing Learning Contract**

In addition to competencies and 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 Competencies, and Practice Behaviors.

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

When deciding upon activities, 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, identifies assignments, tasks and activities available to address the expected practice behaviors under each of the required Competencies on the Learning Contract Form.

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>

Foundation Placement

Activities/assignments identified for Foundation Placement should reflect opportunities for generalist practice. See <http://www.socialwork.buffalo.edu/msw/field/learn.asp> for a compendium of suggested activities.

- *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 by the date identified in the Field Education Calendar (usually by the 4th week of the field placement)..

(Refer to the Field Education Calendar for Learning Contract submission deadlines.)

Step 4: Utilization of the Learning Contract:

- The field educator and student should use the learning contract 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 2nd semester to incorporate areas identified during the review or field assignments related to coursework in the 2nd semester. This may involve adding additional site-specific tasks. (Note: An addendum may also be developed at any point as a response to issues or concerns related to student progress. See section on Learning Contract Addendums.) The faculty liaison should be notified of any major changes in the contract during the placement.

EVALUATION OF STUDENT PERFORMANCE

The field educator completes an evaluation at the midpoint and end of the field placement using the Taskstream account provided to them 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.

Learning Contract and Evaluation activities are available on the School of Social Work Website www.socialwork.buffalo.edu – as a resource. Once at the website, click on *Field Educators & Liaisons in the upper right hand corner*, and then select “*Learning Contract*” from the “*Quick Links*” drop down menu.

The evaluation outlines the student's performance: 1) related to each program competency and its associated practice behaviors; and, 2) each identified placement activity. Evaluation is based on a review of the learning contract, and on consideration of a student's progress in the agreed upon areas of skill development.

www.socialwork.buffalo.edu

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

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 one or two outcome area, 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. An Addendum will be added to the learning contract. (See section on Learning Contract Addendums.)

At the end of the first semester, if a student earns a rating of IP or UP in a majority 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 "Field Status Review Process" 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 a majority of C or above ratings) on the Field Learning Contract & Evaluation form.

Completion of the evaluation is of great importance. The Field Educator completes the evaluation. The Field Educator reviews the evaluation with the student discussing areas of strength, and areas for improvement. The online evaluation form should be completed by the Field Educator in Taskstream by the identified due date each semester during placement. (Refer to the Field Education Calendar for mid placement and final evaluation deadlines.)

Please notify the faculty liaison as soon as possible if there is any reason that the *Field Learning Contract Evaluation Form* will not be submitted by the due date.

❖ Levels of Performance (Also see Grading Procedures & Requirements)

Expert Level of Performance / Advanced Competence or AC

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

Competence or C

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

Emerging Competence or EC

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

Insufficient Progress (IP)

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

It is important for field educators to give accurate feedback. If a student’s performance is unacceptable

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

Unacceptable Level of Performance (UP)

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

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

❖ Performance Concerns (Ratings of IP and UP)

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

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

❖ Unacceptable Performance

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

- Consistent lack of empathy and un-relatedness to the individual/family/group/organization/community.
- Evidence of destructiveness with clients.
- Inability to move or to think independently.

- Preoccupation with own needs and feelings, negating effective use of self as a helping person.
- Hostile behavior when given constructive criticism.
- Inability to relate the goals and values of the social work profession to one's own behavior and social work practice. Confusion in role and identification as a social worker.
- Evidence of disorganization in responding to the basic demands for use of time, in the learning situation, in submitting recording and/or setting up appointments. No reference to theoretical concepts about behavior or no ability to begin to implement the beginning aspects of the treatment process including concepts of social study, assessment, and evaluation, as derived from class, field teaching, and readings.
- Complete inability to conceptualize or to recognize principles.
- Inaccessibility to learning in use of supervisory process as evidenced by the inability to look at own performance in a self-evaluative manner. High degree of self-protectiveness, requires a high degree of pressure to function and to meet deadlines, unrealistic perception of self, unrealistic expectations of others, motivation to learn only to "get through", or a need to control all in his/her learning.
- Evidence of lack of personal integrity in performance with individual/family/group/organization/ community, or in relationship with field educator. Does not adhere to professional Code of Ethics.
- Persistent problems with attendance and/or tardiness.

❖ **Learning Contract Addendum**

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

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

GRADING PROCEDURES AND REQUIREMENTS (ALSO SEE LEVELS OF PERFORMANCE)

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, and in consultation with the Field Office when needed.

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.

The Field Educator should contact the Faculty Liaison ***as soon as possible*** if the Field Educator believes that he or she will recommend to the Faculty Liaison a failing grade.

The *Field Learning Contract Evaluation Form* should be signed by both student and field educator. It should then be submitted to the faculty liaison by the due date identified on the field education calendar. Submitting late evaluations could result in the student receiving an “incomplete” grade.

- If students take a leave of absence during the academic year, they will receive an “N” grade in Field and must re-register for and repeat Field if they return to the MSW program. Students who fail Field will receive a “U” grade and must re-register for and repeat Field. All field placements are a year in length. Any student who takes a leave of absence prior to completing the second term (SW 551/ Foundation or SW 553/ Advanced) will need to register for and repeat both terms (SW 550 & 551/ Foundation or SW 552 & 553 Advanced) when they re-enter the program. If a student does not return to complete SW 550 and SW 551, the “L” will convert to a “U”.

❖ **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 final grade of “S”.
- **A student should attain a rating of “C” (Competence) on a majority of the 6 program competencies/objectives by the end of the field course in order to receive a grade of S (or satisfactory).**

After completion of SW 550 (Field I), students will generally receive an “L” grade (meaning work continuing) if they **have demonstrated emerging competence or better in a sufficient number of outcome areas during the first semester of their placement.** This “L” grade will only be converted to an “S” (satisfactory) grade upon successful completion of SW 551 (Field II).

- A student who received an "L" grade at the end of SW 550 (Field I) is able to continue in SW551 (Field II). If the student then does not successfully complete SW 551 (Field II), the "L" grade for SW 550 (Field I) will be converted 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 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 “Field Status Review Process” Policy and Procedure in Appendix H for further details.
- Any student who withdraws from field without following the official process will receive a grade of U in Field for the semester and be withdrawn from their concurrent courses.
- If students take a leave of absence during the academic year, they will receive an “N” grade in Field and must re-register for and repeat Field if they return to the MSW program. Students who fail Field will receive a “U” grade and must re-register for and repeat Field. All field placements are a year in length. Any student who takes a leave of absence prior to completing the second term (SW 551/ Foundation or SW 553/ Advanced) will need to register for and repeat both terms (SW 550 & 551/ Foundation or SW 552 & 553 Advanced) when they re-enter the program. If a 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 of “S”.

After completing SW 552 (Field III), students will generally 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). **Students that demonstrated emerging competence or better in a sufficient number of outcome areas during the first semester of their placement are given an “L” grade to indicate continuation of their field placement.**

- A student who received an "L" grade at the end of SW 552 (Field III) 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 for SW 552 or SW 553 will be reviewed by the field education department staff and the MSW Director to determine whether the student will have the option to repeat Field. Please refer to “Field Status Review Process” Policy and Procedure in Appendix H for further details.
- Any student who withdraws from field without following the official process will receive a grade of U in Field for the semester and be withdrawn from their concurrent courses.

❖ Incomplete Grades

A grade of “Incomplete” (I) may be given 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 Placement.

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, with an Incomplete in a required foundation-level course, including SW 550 (Field I) and 551 (Field II).

ATTENDANCE AT FIELD PLACEMENT

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

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

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

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

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

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

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

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

Important Note – Field Placements Begin Before Classes Start (Spring Semester)

Students and field educators should note that students who are completing a Fall through Spring semester field placement are expected to return to the field placement prior to the start of classes (late December or early January). (Please refer to your *Field Education Calendar* 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.

❖ **Holidays and Vacation**

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

Policy on Religious Holidays

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

❖ **Unscheduled University Closing**

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

If a student reports to the agency and that agency closes early, the student is credited with a full day in field. Any compensatory time earned by the student may be used to make up time lost due to a storm emergency, agency holiday, etc. (*See below for Compensatory Time policy.*) Each student is responsible for planning with his/her field educator to make up lost time so that he/she meets the hours required.

❖ **Compensatory Time**

Students are expected to be at their field placement during the regular hours of the agency. A minimum of seven and maximum of eight hours per day is customary, unless an alternate schedule is approved by the student's faculty liaison. Any extended amount of time in placement beyond the normal requirement of 16 hours per week is considered overtime, and compensatory time off is permitted. Any compensatory time for students requires prior approval from the field educator and liaison. The plan for taking the time also requires approval from the field educator and liaison. Time off should be taken within two weeks of when it is earned through a planned adjustment in the student's

internship hours. Students are not encouraged to be at their placement during the semester break identified on the field calendar more than is necessary to responsibly serve their clients. **Time earned during any semester break is to be used during the course of the semester and may not be accumulated and taken as a block at the semester end.** Students should remain in field placement throughout the entire scheduled two-semester field period in order to experience the accumulation of learning over time.

❖ Conference Attendance

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

❖ Extension of Field Placement

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

RETENTION POLICY

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 "Field Status Review Process" 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.

TERMINATION OF FIELD EDUCATION

The termination of field education is a serious decision and should be done in consultation with Field Education Staff and the liaison. The Field Education Department and the Faculty Liaison should be consulted when a student is at risk of being terminated. Termination from field instigates a review process. Please refer to the "Field Status Review" Policy and Procedure in the Appendix for further details.

Withdrawal:

A student considering withdrawal for any reason should immediately speak to his/her faculty liaison. The liaison 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.

Any student who withdraws from field without following the official process may receive a grade of U in Field for the semester and be withdrawn from their concurrent courses.

Unsatisfactory Grade:

Students with a "U" grade in field must undergo a field status review process. Please refer to "Field Status Review Process" Policy and Procedure in the Appendix for further details.

QUALITY OF INSTRUCTION

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.

GRIEVANCE PROCEDURES AND COMMITTEE ON STUDENTS

Student Grievance against a Faculty/Staff Member or a Field Educator¹

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.

¹ Field Liaisons are members of either full-time or adjunct faculty.

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.

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.² 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. The [Student Handbook](#) must be consulted regarding procedure.

STUDENT VIOLATION OF ETHICAL STANDARDS OF BEHAVIOR

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. The [Student Handbook](#) should be consulted for related procedures.

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 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>

PLACEMENT PROCEDURES AND POLICIES

The Field Department staff will identify potential field placements based on the 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 by one or more semesters. Delays could result in a recommendation for a Status Review. As in professional practice, the timely submission of paperwork is an essential skill.

Review of Students Who Submit Field Applications Late (Beyond Due Date)

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 may need 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.

POLICY ON UNSUCCESSFUL INTERVIEWS

Students who participate in three field placement interviews, at any point in the MSW program, without being accepted by an agency for placement may 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 REQUIREMENT 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 submit the online Student Acknowledgment which includes the following: a) HIPPA signature page; b) Ethics Pledge; c) Field Manual Review/ Student Roles and Responsibilities.

PLACEMENT PROCESS

Full-time foundation year students receive their applications for field placement during the summer before they begin the first semester. Part-time students will receive applications in the Spring semester prior to beginning field placement.

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. 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.

REQUEST TO CHANGE PROGRAM STATUS -IMPACT ON FIELD PLACEMENT PROCESS

Students must follow the field sequence associated with their program of record. Students requesting an altered field sequence should consult the Student Handbook for information on changing program status.

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](#).

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

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 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.

STUDENTS WITH DISABILITIES

The UB School of Social Work strives 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.

EMPLOYMENT BASED PLACEMENT OPTIONS

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 > then choose *Current Students* > then choose *Field Education Information* > then choose *Foundation or Advanced Year Students* > then choose *Employment Based 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 *Employment Based Field Application* must be received by the deadline specified on the form. Once the application is returned to the Field Education Dept, 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.

ROLES AND RESPONSIBILITIES

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 purchase any required texts or electronic resources for the field course. (Currently, a Taskstream account must be created in order to receive a grade for the field course. See Learning Contract & Evaluation section above.) [Click here to learn more.](#)
2. To arrange life and work schedule to include a field placement schedule that is consistent from week to week, and that meets the requirement for 15 hours of field education per week.
 Full-time students – field hours will be during normal work hours
 Part-time students – field hours cannot be guaranteed for evening & weekend hours
3. 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, Code of Ethics, and any other requirements specific to the placement site.
4. To follow UB School of Social Work processes for applying and interviewing for placements. 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.
5. To perform in a responsible, professional manner maintaining commitments to the agency, the field educator, and the clients.
 - a) Agency computers should not be used for personal reasons.

b) Unless expecting an urgent message, personal cell phones should not be used during placement time. If an urgent call is expected, authorization should be obtained from the field educator.

c) Personal cell phones should not be used to contact clients or to do agency business

d) Students should not be completing classroom work during field hours unless special authorization from the liaison and educator is obtained.

e) Students should arrive on time and stay for the full duration of their scheduled shift. A student's grade in field will be affected by persistent absenteeism or tardiness.

6. To ensure that appearance and demeanor reflect a professional manner. Students should consult with field educator regarding agency dress code.
7. To take the initiative to seek advice and consultation from the agency field educator and/or faculty liaison.
8. 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.
9. 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.
10. 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.
11. To discuss with the field educator and/or faculty liaison areas of concern or confusion about the field learning experience.
12. To attend and be prepared for scheduled supervisory meetings with the field educator.
13. To notify the field educator of any necessary absences from field as is expected in professional employment.
14. 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.
15. To participate in any scheduled three-way conferences with field educator and faculty liaison.
16. To adhere to the NASW Code of Ethics in all practices in the role of intern.
17. To participate in the evaluation process with the field educator by reviewing, signing, and follow up on delivery of the evaluation forms.
18. 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.
19. To seek and effectively use help for problems that interfere with scholastic and professional performance.

❖ **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.

SELECTION, MONITORING & EVALUATION OF FIELD EDUCATORS & AGENCIES

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. Willingness to meet the stated Field Educator Responsibilities
3. 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.

SUPPORT FOR FIELD EDUCATORS

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.

TASK SUPERVISION & ALTERNATE MODELS OF FIELD EDUCATION

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

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

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

The Task Supervisor

The responsibilities are:

- 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.

FIELD EDUCATION ADVISORY BOARD

❖ 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.

❖ Academic Committee

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

ORIENTATION TO FIELD PLACEMENT SETTINGS

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.

SAFETY ISSUES IN FIELD PLACEMENTS

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.

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

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).

SEXUAL HARASSMENT POLICY AND PROCEDURES

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>.

MEDICAL POLICY

University Policy:

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

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.

INSURANCE COVERAGE

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.

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.**

CSWE CURRICULUM POLICY STATEMENT

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 or can be requested from the Field Education Department. The CSWE is the body responsible for accrediting Schools of Social Work.

USE OF THIS MANUAL IN CONJUNCTION WITH STUDENT HANDBOOK

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. Click on the “Current Students” link, click on the “Student Handbook” link.

APPENDIX SECTION

- 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: Field Status Review Process](#)
- I [Policy: Review of Students Who Experience Three Unsuccessful Placement Interviews](#)
- J [Field Education Log / Journal Assignment](#)
Sample page for journaling
- K Recommendation Form - International or Out of Region Field Placement

Insert Appendix A

A. MSW PROGRAM

B. 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
- _____ 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

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, and 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.

C. 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

Appendix C

D. 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.

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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 judgment.
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.

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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 are 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.)

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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 judgment. 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.

E. 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.

Appendix E

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 intern=s 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.

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.)

Appendix E

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.)

Appendix E

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

F. 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.

ETHICS SIGNATURE PAGE FOR STUDENTS (SEE ONLINE ETHICS FORM)

Appendix F

H. POLICY: FIELD STATUS REVIEW

University at Buffalo – School of Social Work

Topic: Field Status Review Process	
Section: Field Education	
Original Date: 06/13/2006	
Date Revised: 05/01/2012	Updated By: D. Elze; L. Lewis

POLICY: Students who are terminated from their field placement or who fail SW550, 551, 552, or 553 (i.e., field education) will have their field status reviewed. If field failure is not being considered, the student will meet with field staff and will be given an option to repeat field. If field failure has occurred, a field status review meeting will be held with field staff, the Director of Student Services, and the MSW Program Director. The MSW Program Director, with input from all parties, will determine whether the student will be permitted to repeat field in another field site. If the student will not be permitted to repeat field, the student will be dismissed from the program. The student has the options of voluntarily withdrawing from the program or appealing the dismissal prior to the dismissal deadline.

ORIGIN OF POLICY: Academic Affairs

QUESTIONS REGARDING POLICY TO: MSW Program Director

RESPONSIBILITY	PROCEDURE
Faculty Liaison	<ol style="list-style-type: none"> 1. Notifies the Director of Field Education (DFE) as soon as it is determined that the student will receive a failing grade for field course. 2. Provides DFE with a copy of the Field Performance Evaluation and the Field Liaison Summary Report documenting the reasons for failure and the efforts taken during the semester to support the student in an attempt to prevent failure.
Director for Field Education	<ol style="list-style-type: none"> 3. Contacts all parties (field education staff representative(s), faculty liaison, MSW Director, Director of Student Services, and the student) to schedule a mutually agreed time for the review meeting. The student is informed that she/he can bring a support person to the meeting. 4. Shares a copy of the Field Performance Evaluation and the Field Liaison Summary Report with all identified parties at least 5 academic days prior to the meeting.
Representative(s) from the Field Education Staff, MSW Director, Faculty Liaison, and Student.	<ol style="list-style-type: none"> 5. Meet to discuss the circumstances of the failure in the field placement. The reasons for the failing grade are reviewed with the student and the student is given opportunity to address each of the issues identified. Once the discussion is completed the student will be excused from the room.
Representative(s) from the	<ol style="list-style-type: none"> 6. Based on the information presented and the

Field Education Staff, MSW Director, Faculty Liaison	deliberations of these staff persons, the MSW Director determines whether or not the student will have the option to repeat the field placement.
Field Education Director	7. If a determination is made to allow the student to repeat field, the Field Education Director sends a letter within 5 academic days, informing the student of the decision along with any recommendations, and sends a copy to appropriate field education staff.
MSW Program Director	<p>8. If the student will not be given an opportunity to repeat field in an alternate setting, the MSW Program Director will recommend to the Dean that the student be dismissed from the program. If the Dean concurs with this recommendation, the Dean and Director will notify the student of this decision in writing (email and registered letter, return receipt requested) within 5 academic days.</p> <p>If the reason for not allowing the student to repeat field is related to impairment, the student will be notified that she/he is being referred to the impairment committee. The student has the right to refuse the impairment process, voluntarily withdraw from the program, or opt for dismissal. The student will have 14 academic days from the day the email and letter are sent to notify the Director of his/her decision. If the student does not contact the Director with a decision, and has not voluntarily withdrawn from the program, the Director will recommend to the Dean that the student be dismissed from the program. If the Dean concurs with this recommendation, the Dean and Director will notify the student of this decision in writing (email and registered letter, return receipt requested) within 5 academic days.</p> <p>If the reason for not allowing the student to repeat field is related to a consistent pattern of unethical or unprofessional behavior, the MSW Program Director will recommend to the Dean that the student be dismissed from the program. If the Dean concurs with this recommendation, the Dean and Director will notify the student of this decision in writing (email and registered letter, return receipt requested) within 5 academic days.</p>
Student	<p>9. Can appeal the field failure grade to the Committee on Students.</p> <p>10. Can voluntarily withdraw from the program at any time.</p> <p>11. Notifies the Director within 14 academic days of the day the email and letter are sent of his/her decision to participate in the impairment process, if impairment is the</p>

	<p>reason for the determination to not allow the student to repeat field.</p> <p>12. Can appeal their dismissal from the School of Social Work to the Graduate School per Graduate School Policies and Procedures.</p>
Director for Field Education	13. If the student will be allowed to repeat field, sends a letter to the student, within 5 academic days, notifying the student of the decision and detailing any recommendations, and sends a copy to appropriate field education staff.
Field Education Staff	14. Within 5 academic days, contacts student to set up a meeting to discuss the placement process if student is given the option to repeat field.

I. POLICY: REVIEW OF STUDENTS WHO EXPERIENCE 3 UNSUCCESSFUL PLACEMENT INTERVIEWS

University at Buffalo – School of Social Work

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

POLICY: 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.

ORIGIN OF POLICY: Academic Affairs

QUESTIONS REGARDING POLICY TO: Director of Field Education

RESPONSIBILITY	PROCEDURE
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	<p>11. Can file an appeal with the SSW Committee on Students.</p>
Director of Field Education	<p>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.</p>
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>

J. FIELD EDUCATION LOG/JOURNAL ASSIGNMENTS (SAMPLE PAGE OF JOURNALING)

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)?**

Appendix K

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.

Appendix K

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.

Appendix K

Before your day begins....

Description of Activities	Values	Integration of Theory and Practice	Feelings
			

K. RECOMMENDATION FORM – INTERNATIONAL OR OUT OF REGION FIELD PLACEMENTS

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:

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Yes with reservation

Not recommended