Field Educator Orientation Packet

**Left Pocket**
Field Educator Orientation Packet Order (For Liaison Use)
Orientation Session Outline (For Liaison Use)*
Field Educator Profile (if needed)
MSW Program Curriculum
Resources for Field Educators
Tuition Waiver Information*
SSW Website
Field Educator Orientation and Training Guide
Field Calendar and Guidelines*
Phone Directory
*Taskstream Handout: Online Learning Contract*
Roles and Responsibilities
Attendance Policy

**Right Pocket**

**Section One: Learning Contract and Evaluation** (section stapled with blue cover)
*Taskstream Handout: Learning Contract Worksheet – Foundation & Advanced*
Learning Contract Activities*
Learning Contract: Definitions and Tips*
Levels of Performance
When you have an at-risk student

**Section Two: Supervision** (section stapled with blue cover)

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

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

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

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

Log/Journal Format*

Q:\Field Educator Information\Field Educator Orientation\_NFEO Packet 2014-2015\Field Educator Orientation Packet Order.doc
For Liaison Use

Field Educator Orientation Session: UB School of Social Work

Introduction

- Welcome - this is a PARTNERSHIP between the FE, the Agency, the student and the Liaison and UB SSW.

- Does the FE Profile Form need to be completed? Form is in packet.

- MSW Program Curriculum Handout - Our goal for a student in a field placement
  - To have a generalist perspective...
  - Learn foundation and advanced year skills
  - Important to stay focused on the skills the student learns instead of training a student to learn X agency or to be able to be a SW in X agency
  - Trauma Informed Human Rights Curriculum and Self Care (Point to the Web)
    - [http://socialwork.buffalo.edu/about/trauma-informed-human-rights-perspective.html](http://socialwork.buffalo.edu/about/trauma-informed-human-rights-perspective.html)

- Resources for Field Educators Handout; Tuition Waiver information

Field Educator Benefits

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

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

- Website Handout Our hope that they would also review the entire field manual and if possible review the on-line orientation.

- Field Educator Orientation & Training Page Handout

  - Field Calendar and Guidelines very important to review; hour requirement

- Let FE know that there is a phone directory in the packet

- Introduce the Taskstream program – Taskstream Handout – Online Learning Contract See also [http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-](http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-)
Roles & Responsibilities - Handout

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

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

Student Role
- Discuss PRACTICAL expectations of a student – operationalize for the FE
  Maintain and adhere to all standards and policies of SSW, comply with all contracts entered into with Field educator and Faculty liaison and be a willing partner in learning. Demonstrate knowledge and competency and provide opportunity for field educator to observe skills through process recording, log/journal (handout-log/Journal Format), and video/audio taping and/or direct observation.
- Students are required to complete the SSW Timesheet; any changes in schedule must have prior approval and be in writing with Field Educator’ Liaison signature.
- See Attendance Policy Handout (Refer to time Field Manual for complete time and Attendance policy and timesheet)

Learning Contract
- Taskstream Handout - Learning Contract Worksheet; Overview of Taskstream
- Accreditation and Curriculum Changes Handout students develop skills and competencies
• **(If Applicable) Task Supervision Model**
  The Task Supervisor does not replace the Field Educator, and must work in collaboration with the Field Educator to ensure that the student’s learning goals are being met and that regular feedback is provided

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

**Evaluation**

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

*Levels of Performance Handout*

*When You Have an At-Risk Student Handout*

- Red Flag Behaviors
  Two Broad Types

- Actions so outrageous and damaging warrant immediate removal from placement

- A subtly emerging pattern of behavior consisting of a recurrent series of lesser problems the student does not seem able to overcome

- Faculty Liaison - discuss what you want them to call you about – discuss examples, i.e. provide connection to SSW, guidance with policy and procedure, trouble-shooting when needed and provide student with grades.


**Supervision**


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

*Reflective Supervision Questions Handout*

Handout-*Supervision Record Form* (Student's Responsibility to come prepared to supervision)
Supervision and putting on the ‘Educator’ hat

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

**Developmental Stages of Students in Field (See HO)**

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

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

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

**Learning Style Quiz**

**Characteristics of the Learning Styles**

**Log Journal Format Handout– optional tool**

**Field Educator Skills Assessment Tool**
The State University of New York at Buffalo - School of Social Work Field Education Department

Please mail to:  UB SSW – Field, 685 Baldy Hall, Buffalo, New York 14260-1050
Please fax to:  Fax (716) 645-3157

Name ______________________________________________________________________

I would like to be a ☐ Field Educator  ☐ Task Supervisor

<table>
<thead>
<tr>
<th>Criteria for the selection of Field Educators:</th>
<th>Criteria for the selection of Task Supervisors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>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.</td>
</tr>
<tr>
<td>2. Willingness to meet the stated Field Educator Responsibilities</td>
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<tr>
<td>3. To be free of any professional sanctions by NASW</td>
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<td>4. Two years post-master's social work experience (preferred)</td>
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<td>5. Have worked in the field placement agency for 1 year (preferred)</td>
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</table>

Reason for completing this profile
☐ I am assigned to an MSW Student – Student Name (if known) ______________________________________________________________________
☐ I am interesting in becoming a Field Educator/Task Supervisor – I have been in contact with ____________________________________________ from the School of Social Work’s Field Department.

CURRENT EMPLOYMENT

Agency ________________________________ Telephone ____________________________
Address ________________________________ Fax ____________________________
____________________________________________________________________________
E-mail ____________________________
Date Employed ____________________________

Responsibilities
____________________________________________________________________________
____________________________________________________________________________

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

Personal Email ____________________________
Personal Phone ____________________________
### Is your current employment agency licensed by any of the following? Check all that apply:

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

**NYS LICENSURE:** Please check one:

- ☐ I have an LMSW: NYS License #___________________________
- ☐ I have an LCSW: NYS License #___________________________
- ☐ I have applied for license/Application for license pending
- ☐ I have not applied for NYS License

### ETHNICITY

- ☐ African American/Other Black
- ☐ Caucasian (Non Hispanic)
- ☐ Chicano/Mexican American
- ☐ Puerto Rican
- ☐ Other Latino/Hispanic
- ☐ American Indian/Native American
- ☐ Asian American/Other Asian
- ☐ Pacific Islander
- ☐ Other
- ☐ Multiple Race/Ethnicity
- ☐ Unknown

### EDUCATION

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### PAST EXPERIENCE (please list most recent first)

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### SUPERVISORY EXPERIENCE

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</table>

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

Have you ever been a Field Educator before? ☐ Yes ☐ No

If yes, for which institution, Year and for how long:

Have you attended UB SSW new field educator orientation? ☐ Yes ☐ No _______ Year

### MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

<table>
<thead>
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<th>Organization</th>
<th>Dates</th>
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## FULL-TIME TRADITIONAL PROGRAM

### Fall-Semester I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SW 500</td>
<td>Social Welfare Policy and History</td>
<td>3</td>
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<tr>
<td>SW 505</td>
<td>Theories of Human Behavior and Development</td>
<td>3</td>
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<tr>
<td>SW 510</td>
<td>Scientific Methods in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SW 520</td>
<td>Interventions I</td>
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<tr>
<td>SW 544</td>
<td>Foundation Seminar I</td>
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<td>SW 550</td>
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### Spring-Semester II

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<tr>
<td>SW 506</td>
<td>Theories of Organizational Behavior and Development</td>
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<tr>
<td>SW 514</td>
<td>Evaluation in Social Work</td>
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<tr>
<td>SW 521</td>
<td>Interventions II</td>
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### Advanced Year*

### Fall-Semester III

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<tr>
<td>SW ___</td>
<td>Advanced Interventions</td>
<td>3</td>
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<tr>
<td>SW 552</td>
<td>Field III</td>
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Choose one of the following Advanced Topics

- SW 560 Nature & Treatment of Alcohol & Drug Problems
- SW 561 Dual Disorders
- SW 563 Advanced Policy Development & Analysis
- SW 564 Administration and Management
- SW 566 Social Services to Children, Youth, & Families
- SW 569 Community Social Work
- SW 570 Health & Disability Social Work
- SW 572 Mental Health & Disability Social Work
- SW 576 Assessment & Treatment of Child Abuse & Neglect

### Spring-Semester IV

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<td>Professional Dev Seminar</td>
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<td>Elective(s)</td>
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<td>SW 553</td>
<td>Field IV</td>
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Choose one Advanced Topics from list above

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### PART-TIME TRADITIONAL PROGRAM

### Fall-Semester I

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SW 510</td>
<td>Scientific Methods in Social Work</td>
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<td>SW 505</td>
<td>Theories of Human Behavior and Development</td>
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### Spring-Semester II

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<td>Evaluation in Social Work</td>
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<tr>
<td>SW 520</td>
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<td>SW 550</td>
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### Spring-Semester V

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### Advanced Year*

### Summer-Semester VI

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<th>Course Code</th>
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### Fall-Semester VII

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<td>SW 542</td>
<td>Trauma &amp; Human Rights</td>
<td>3</td>
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Choose one of the following Advanced Topics

- SW 560 Nature & Treatment of Alcohol & Drug Problems
- SW 561 Dual Disorders
- SW 563 Advanced Policy Development & Analysis
- SW 564 Administration and Management
- SW 566 Social Services to Children, Youth, & Families
- SW 569 Community Social Work
- SW 570 Health & Disability Social Work
- SW 572 Mental Health & Disability Social Work
- SW 576 Assessment & Treatment of Child Abuse & Neglect

### Spring-Semester VIII

Choose one Advanced Topics from list above

<table>
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<td>SW 553</td>
<td>Field III</td>
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### Summer-Semester IX

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<tbody>
<tr>
<td>SW 543</td>
<td>Professional Dev Seminar</td>
<td>1</td>
</tr>
<tr>
<td>SW 553</td>
<td>Field IV</td>
<td>3</td>
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</tbody>
</table>

Choose one Elective

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* Human biology must be completed before beginning advanced year

** Electives can be taken at any time.
FULL-TIME ADVANCED STANDING

Summer-Semester I
SW 540 Advanced Standing Seminar ..................................... 3
SW 541 Advanced Standing Research .................................... 3

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

Advanced Year*

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

PART-TIME ADVANCED STANDING PROGRAM

Spring-Semester I
SW 540 Advanced Standing Seminar ..................................... 3
SW 541 Advanced Standing Research .................................... 3

Fall-Semester II
SW ___ Advanced Interventions .......................................... 3
SW ___ Elective(s) .............................................................. 6**

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

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

Summer-Semester V
Choose one of the following Advanced Topics .................. 3
SW 553 Field IV ............................................................... 3

** Electives can be taken at any time.

** Human biology must be completed before beginning advanced year
Resources & Benefits for Field Educators

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

🌐 Tuition Waiver Information – Educators are eligible for a SUNY tuition waiver (equivalent to tuition for one 3 credit course; does not include fees)

http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/SUNY-tuition-waivers.html

🌐 Online Training Segments: Preparing for Effective Supervision; Learning Contract and Evaluation in Social Work Education; and, Developmental Supervision.

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

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

Username:    fieldeducator        Password:   Supervision101

Please note that the above username and password are case sensitive, and have no spaces. If you are unable to access, you may need to update your flash play. If an agencies security is blocking the site, IT support within your agency may be able to change your security settings.

🌐 Searchable Database of Learning Contract/Evaluation Activities:


🌐 New TI-HR Curriculum Resource Center & Self-Care Starter Kit

http://socialwork.buffalo.edu/about/trauma-informed-human-rights-perspective.html

🌐 With Membership in UB Alumni Association, individuals gain online access to UB Library Databases (NEW !) https://alumni.buffalo.edu/

🌐 Continuing Education Certificates for Field Educators- These are mailed to educators in May, funding permitting.

🌐 Annual Field Educator Reception- Enjoy being the guest of honor as the School celebrates the contributions of our Field Educators and Task Supervisors. Generally held late April or early May. Invitations are sent via regular mail.

All Field Educator benefits are contingent upon SUNY authorization and budgetary appropriations
To: Field Educators  
From: Laura Lewis, UB School of Social Work Director of Field Education  
Date: November 1, 2014  
Re: Tuition Waivers for Fall 2014 Semester

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

1. All tuition waivers earned during this semester must be requested by the deadline specified on the request form. We will not be able to honor requests received after that date.

2. Tuition waivers may not be transferred to family, friends, or students. Tuition waivers are issued to the direct Social Work supervisor, i.e. Field Educator, who has first refusal. If the Field Educator relinquishes the waiver, the chief administrative officer of the agency may reallocate the waiver to a specific member of the professional staff of the agency.

3. Tuition waivers may be used to pay for any SUNY graduate-level credit courses. This may include online graduate level courses. Please visit http://sln.suny.edu/index.html for information about SUNY online education. Tuition waivers are redeemable for a 2-year period.

4. Tuition waivers cannot be used in the semester in which you are requesting the waiver. For example, if you have a student and request a Tuition Waiver in the Summer semester, you cannot use the waiver in that Summer semester.

5. Once issued, a tuition waiver cannot be transferred to another person. The person whose name appears on the waiver must use it.

6. If you supervise two students, you are entitled to a waiver for each. Each waiver is good for three credit hours.

7. For each waiver requested, you must fill out a copy of the enclosed Tuition Waiver Request Form (please make copies as needed). The response must be legible. The Social Security number and home address of the person to whom the waiver is being issued must be included.

8. Even though you may make copies of the Tuition Waiver Request Form as needed, copies of your completed form are not valid for requesting a tuition waiver. The original form that you fill out must be returned to the Field Education Department.

9. Due to the value of the waivers, tuition waivers must be reported to the NYS Income Tax Bureau and the IRS as non-employee compensation. Whether or not the waivers will be taxable will depend upon your individual tax situation.

10. Waivers requested at this time will be reported to the IRS and NYS Income Tax Bureau as income for the 2012 fiscal year. The tax liability is imposed once the tuition waiver is issued to you regardless of whether or not you actually use it. Once issued, waivers cannot be returned to void tax liability.

11. Tuition waivers can be used to waive a maximum of 8 credit hours in any one term/semester.

12. Please be aware that if you register for a class, there are ancillary fees that are not covered by the waiver. Tuition Waivers cover In-State tuition costs only. If you are a resident outside of New York State, you will be required to pay the additional difference between In-State tuition ($432 US per credit hour*) and out of state tuition ($841 US per credit hour*).

13. Some graduate level programs may charge a higher tuition than the standard NYS resident rate. In this case, you will be required to pay the difference between the value of the tuition waiver and the amount charged by the graduate program.

14. The University at Buffalo no longer sends out paper tuition bills. Students will receive an electronic billing statement (eBill). University eBill notifications will be sent to your @buffalo.edu email address.

15. Using the Tuition Waiver Certificate: Mail to University at Buffalo, 232 Capen Hall, Buffalo, NY 14260, Attn: Cindy Kerr

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

* As of Fall 2014. Subject to change.

http://studentaccounts.buffalo.edu/tuition
TUITION WAIVER REQUEST FORM

Deadline to Return Form: December 1, 2014. We cannot honor requests after the deadline.

Field Educator: 
Telephone Number: 
Agency: 
Agency Address: 
Agency City, State, Zip 
Student Supervised: 

When (Semester & Year): Fall 2014 (You cannot request waivers for past semesters.)
Credit Hours Requested: (1, 2 or 3-credit waiver per student per semester.)

You are entitled to a 1, 2, or 3-credit waiver for supervising a student in the field for the semester indicated above. Eight credit hours are the maximum number of hours that can be waived per term using tuition waivers. The waiver must be sent to your agency address, but we must also have the home address of the person to whom the waiver is being issued. The tuition waiver may only be issued to the student’s immediate supervisor or to an employee of the agency who contributed to the education of this student.

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

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

ALL INFORMATION REQUESTED BELOW IS FOR THE PERSON TO WHOM THE WAIVER IS BEING ISSUED.
Tuition Waiver to be issued to:
Name: 
Social Security Number ______ Email Address ______
Daytime Phone Number ______

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

Home Address: 

By signing below I acknowledge that I have contributed to the above MSW student’s education/supervision. I further acknowledge that I have read all of the information on this request form and I am eligible to receive this voucher.

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

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

1. Tuition Waiver (TW) Request is emailed to Field Educator (FE) List Serv
2. FE submits TW Request Form to Field
3. Field processes forms and sends to UB financial processing
4. TW Certificate is issued and mailed to FE's home address

Important Note: Tax Liability
If the total value of TW’s requested is in excess of $600 a 1099 will be issued and mailed to the FE’s home address shortly after the end of the year.
The School of Social Work Web Site: Everything You Need on One Page!

http://socialwork.buffalo.edu/field-educators-liaisons.html
Field Educator Orientation and Training Page

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

- Supervision Module
- Learning Contract Module
# Advanced Year Field Placement

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Fall Hours Per Week (Minimum Hours)</th>
<th>Spring Hours Per Week (Minimum Hours)</th>
<th>Total Hours in Field (Fall &amp; Spring)</th>
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<tbody>
<tr>
<td>Advanced Year Field Education Placement</td>
<td>Field Instruction 3 2 days or 15 hours per week (240 hours) [Ex. SW 552LEC]</td>
<td>Field Instruction 4 2 days or 15 hours per week (240 hours) [Ex. SW 553LEC]</td>
<td>480 hours</td>
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</table>

*Please direct questions on these courses to the MSW Program Director*
## Field Calendar & Guidelines

### Fall 2014

<table>
<thead>
<tr>
<th>Advanced Year FT Trad. &amp; Adv. Standing</th>
<th>Foundation Year</th>
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<tbody>
<tr>
<td>Fall Adv. Year field placements begin during the week of</td>
<td>Monday, August 25, 2014</td>
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<tr>
<td>Classroom Interventions/Field lab begins the week of</td>
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<tr>
<td>Labor Day – Observed Holiday (no field)</td>
<td>Monday, September 1</td>
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<tr>
<td>Foundation field placements begin during the week of</td>
<td></td>
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</table>

### Learning Contracts due in Taskstream

- **Fall**: Mon. Nov. 24 to Sun. Nov 30
- **Foundation**: Mon. Nov. 24 to Sun. Nov 30

### Field Fall Recess (no field for 1 week)

- **Fall**: Monday, December 1
- **Foundation**: Monday, December 1

### Mid-placement Evaluation due in Taskstream

- **Fall**: Friday, December 12
- **Foundation**: Friday, December 12

### Field Winter Field Recess (no field for 2 weeks)

**Includes: New Year’s Day - Observed Holiday (no field)**


### Spring 2015

<table>
<thead>
<tr>
<th>Advanced Year FT Trad. &amp; Adv. Standing</th>
<th>Foundation</th>
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<tr>
<td>Spring field placements resume during the week of</td>
<td>Monday, January 5, 2015</td>
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<tr>
<td>Field Education Fair</td>
<td>Thursday, January 8</td>
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<tr>
<td>Martin Luther King Day – Observed Holiday (no field)</td>
<td>Monday, January 19</td>
</tr>
<tr>
<td>UB Classes begin for Spring Semester</td>
<td>Monday, January 26</td>
</tr>
<tr>
<td>Field placements resume during the week of</td>
<td>Monday, March 23</td>
</tr>
<tr>
<td>Final Evaluation due in Taskstream</td>
<td><strong>Friday, April 24</strong></td>
</tr>
<tr>
<td>Spring field ends the week ending (Monday – Sunday)</td>
<td>Sunday, May 3</td>
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</table>

### Field Calendar Guidelines

- The actual day of the week that field placement begins/ends is determined by the schedule arranged b/t the student and the agency.

- Students are generally expected to be at their field placement site for a regular/traditional 8-hour day. This is based on 7.5 field hours with a half-hour lunch break that is not counted toward field hours. See example below:
  - 7.5 hours learning at field placement (counted towards field hours)
  - 0.5 hours for lunch break (not counted towards field hours)
  - 8.0 hours day at field site

- The Field Calendar differs from the Academic Calendar. Student schedules for field should correspond with the Field Calendar.

- Students do not need to make up time for missing (not being at) field during the periods on the field calendar which designate recess. However, students in some agencies, i.e. school settings may need to take the designated Spring Break of the school system versus that of the University at Buffalo. In order to get the minimum required hours, students often need to exchange the time off from UB with that of the school if they do not coincide. It is important to discuss this with the Field Educator at the time of interview.

- If a student’s typical placement day falls on an Observed Holiday (the student is typically in field on that day of the week), he or she is not required to be in field on that day; however, the student is required to make up the hours on an alternate day in that semester.

- Students may need to work their field placement hours around their final exams. It is important to discuss this with the Field Educator at the time of interview.

- Please note that the field placement resumes before classroom instruction begins in the Spring semester.

- Be aware of SSW policy related to agency training and potential classroom conflicts: *In the rare event that a student is mandated to attend a field placement training that conflicts with a scheduled course, the instructor will consider resulting absences as excused and follow university policy (See UB SSW Student Handbook.) In such instances, students will notify the field education office or their field liaisons about the conflict.*

- All field hours must be completed within the specific semester.
### Advanced Year Field Placement

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Spring Hours Per Week (Minimum Hours) [Ex. Course No. on schedule]</th>
<th>Summer Hours Per Week (Minimum Hours) [Ex. Course No. on schedule]</th>
<th>Total Hours in Field (Spring &amp; Summer)</th>
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</thead>
<tbody>
<tr>
<td><strong>Advanced Year</strong></td>
<td><strong>Field Instruction 3</strong> 15 hours per week (255 hours) [Ex. SW 552LEC]</td>
<td><strong>Field Instruction 4</strong> 15 hours per week (225 hours) [Ex. SW 553LEC]</td>
<td>480 hours</td>
</tr>
</tbody>
</table>

### Field Calendar

#### Spring 2015
- Spring Field placements begin during the week of Monday, December 29, 2014
- New Year’s Day - Observed Holiday (no field) Thursday, January 1, 2015
- Field Education Fair Thursday, January 8
- Martin Luther King Day – Observed Holiday (no field) Monday, January 19
- UB Classes begin for Spring Semester Monday, January 26
- Learning Contracts due in Taskstream Friday, January 30
- Field Spring Recess Begins (no field for 1 week) Mon. Mar. 16 to Sun. Mar. 22
- Field placements resume during the week of Monday, March 23
- Mid-Placement Evaluation due in Taskstream Friday, April 24
- Spring Field ends the week ending (Monday – Sunday) Sunday, May 3

#### Summer 2015
- Memorial Day - Observed Holiday (no field) Monday, May 25
- Independence Day – Observed Holiday (no field) Friday, July 3
- Final Evaluation due in Taskstream Friday, August 7

**Please note, the Final Evaluation is due before the end of field. However, students are required to attend field after this to meet their hourly requirement. Failure to comply can result in a change of grade for Field Placement.**

- Summer Field ends the week ending (Monday – Sunday) Sunday, August 16
Field Calendar Guidelines

• The actual day of the week that field placement begins/ends is determined by the schedule arranged b/t the student and the agency.

• Students are generally expected to be at their field placement site for a regular/traditional 8-hour day. This is based on 7.5 field hours with a half-hour lunch break that is not counted toward field hours. See example below:

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• All field hours must be completed within the specified semester.
<table>
<thead>
<tr>
<th>Name</th>
<th>Direct Phone #</th>
<th>Office</th>
<th>E-Mail</th>
<th>Fax</th>
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<tbody>
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<td>Amantia, Richard</td>
<td>645-1246</td>
<td>661</td>
<td><a href="mailto:amantia@buffalo.edu">amantia@buffalo.edu</a></td>
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<tr>
<td>Arbutina, Marcia</td>
<td>645-1260</td>
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<td><a href="mailto:arbutina@buffalo.edu">arbutina@buffalo.edu</a></td>
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<tr>
<td>Bakk, Louanne (Anna)</td>
<td>645-1861</td>
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<td><a href="mailto:louanneb@buffalo.edu">louanneb@buffalo.edu</a></td>
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<td>Ball, Annahita (Anna)</td>
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<td>Bay-Cheng, Laina</td>
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<td>622</td>
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<td>Carey, Maria</td>
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<td>Cerrato, Anna-Dean's Office</td>
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<td>Elze, Diane (MSW Program Director)</td>
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<td>Ford, Darleen</td>
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<td>Green, Susan</td>
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<td>Griswold, Kathryn</td>
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<td>Guzman, Anthony</td>
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<td>Semanchin Jones, Annette</td>
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<tr>
<td>Weaver, Hilary</td>
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<tr>
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<td>645-1226</td>
<td>624</td>
<td></td>
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</tbody>
</table>

**STUDENT OFFICES:**

- Admissions: Bryanna 645-1275 689
- Field: Liz 645-1235 636
- GA OFFICE: 645-1254
- IT Students: 645-1240 656A
- Main Office: Poulomi 645-3382 685
- GA & PhD Office 645-1221 439
- Podcasting: Vivian Wu & Steven Halady 645-3322 656A inSocialWork@buffalo.edu
<table>
<thead>
<tr>
<th>Resource Management: Greg</th>
<th>645-1264</th>
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<td>Part-Time Faculty</td>
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<tr>
<td>Conference Phone in Dean's Office</td>
<td>645-1268</td>
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<tr>
<td>Conference Room Phone</td>
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<tr>
<td><strong>SSW Office of Continuing Education, 232</strong></td>
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<tr>
<td>Website: <a href="http://www.socialwork.buffalo.edu/conted">www.socialwork.buffalo.edu/conted</a></td>
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<tr>
<td>Direct Phone #</td>
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</tr>
<tr>
<td>Lesa Fichte, Director</td>
<td>829-5847</td>
</tr>
<tr>
<td>Mary Civiletto</td>
<td>829-5846</td>
</tr>
<tr>
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<tr>
<td>Trisha Mahar</td>
<td>829-5841</td>
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<td>Work Study Desk</td>
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<td>Dena DeFazio, OMH EBP Coordinator</td>
<td>829-5843</td>
</tr>
<tr>
<td>Student</td>
<td>829-5844</td>
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<tr>
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<td><strong>IT Office:</strong></td>
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<td><strong>Buffalo Center for Social Research, 219</strong></td>
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<tr>
<td><strong>Parker Hall, 3435 Main Street, Buffalo, NY 14214-8004</strong></td>
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<tr>
<td>Catherine Dulmus, Director</td>
<td>645-1253</td>
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<tr>
<td>Amy Monin</td>
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<td>Denise Panza (Reception)</td>
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<td>Gene Maguin</td>
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<td>Lisa Butler</td>
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<td>Thomas Nochajski</td>
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<td>Deborah Waldrop</td>
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<td>Ana Niculaes</td>
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<tr>
<td>Visiting Faculty Office</td>
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</tr>
<tr>
<td>Institute on Trauma &amp; Trauma-Informed Care</td>
<td></td>
</tr>
<tr>
<td><strong>Program Evaluation Center:</strong></td>
<td></td>
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<tr>
<td>Mansoor Kazi, Director</td>
<td>645-1257</td>
</tr>
<tr>
<td><strong>OMH Project:</strong></td>
<td></td>
</tr>
<tr>
<td>Brenda Wright</td>
<td>829-5865</td>
</tr>
<tr>
<td><strong>DEVELOPMENT OFFICE:</strong></td>
<td></td>
</tr>
<tr>
<td>Mary Glenn, Director of Development</td>
<td>829-4773</td>
</tr>
<tr>
<td>1104 Kimball Tower, Buffalo, NY 14214-8033</td>
<td></td>
</tr>
</tbody>
</table>

| LISTSERVS: | |
| **SCHOOL:** | ssw-list@listserv.buffalo.edu |
| **ADMINISTRATIVE:** | ssw-admin-list@listserv.buffalo.edu |
| **ADJUNCT FACULTY:** | ssw-part-time-faculty-list@listserv.buffalo.edu |
| **FACULTY COUNCIL:** | ssw-faculty-council-list@listserv.buffalo.edu |
| **MSW STUDENTS:** | msw-list@listserv.buffalo.edu |
| **PHD STUDENTS:** | sw_phd_list@listserv.buffalo.edu |
| **STAFF:** | ssw-staff-list@buffalo.edu |
| **ALERT:** | ssw-alert-list@listserv.buffalo.edu |
We have a new system for students, field educators, liaisons & field staff to develop the learning contract & evaluate student performance!

What are the Benefits of Taskstream for Educators and Students?

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

Is There a Cost?

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

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

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

The responsibilities are:

1) To participate in an orientation session provided by the School. This is required for all new field educators and there is an update orientation for returning educators who have not had a student in the past 3 years.

2) To provide the student with an orientation to the agency, including information on safety protocol, HIPAA requirements, or other regulations specific to field site.

3) To provide suitable workspace for the students.

4) To coordinate the involvement of other agency staff with the student’s learning experience.

5) To develop, with the student, a learning contract which reflects opportunities and activities that meet the required UB School of Social Work competencies.

6) To provide a minimum of one hour per week of supervision including the task supervisor in order to provide feedback, education, role modeling, and work on the learning contract.

7) To review course syllabi provided by student in order to assist in the integration of field and academic experiences.

8) To identify assignments to help the foundation year student learn a broad range of social work interventions and/or advanced year students to experience activities related to their area of practice.

9) To provide ongoing evaluation of the student throughout the placement and to provide feedback on progress toward meeting their identified objectives.

10) To notify the faculty liaison of any problems or questions as soon as they become evident.

11) To carefully complete and then submit, by the designated time, a written mid-placement and final evaluation of the student’s progress.

12) To access training opportunities provided by the Field Education Department (online or in person).

13) To participate in three-way conferences with the student and the faculty liaison during the field placement at least one time per semester and more if needed.

14) To abide by the NASW Code of Ethics.

15) To notify the Faculty Liaison regarding changes in student’s schedule, attendance issues, or any issues that could impact the integrity of the learning experience.
TASK SUPERVISION & ALTERNATIVE MODELS OF FIELD EDUCATION

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

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

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

The Task Supervisor

The responsibilities are:

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

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

<table>
<thead>
<tr>
<th><strong>Important Note – Field Placements Begin Before Classes Start (Spring Semester)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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
Section One: Learning Contracts and Evaluation
**Form: "Activities & Target Dates - Foundation"**

Created with: Taskstream  
Author: University at Buffalo Social Work Manager

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

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

**Helpful Verbs**

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

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

<table>
<thead>
<tr>
<th>Student Name</th>
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<table>
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<tr>
<th>Field Educator Name</th>
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Use for notes, etc.
Competency 1

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

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

<table>
<thead>
<tr>
<th>Activity 1 and Target Date</th>
<th>Activity 2 and Target Date</th>
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</table>
# Competency 2

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

**Expected Outcomes / CSWE Practice Behaviors**
- Identify personal biases and values and their impact on one’s practice with diverse client systems
- Engage in practices that advance social and economic justice, and human rights
- Recognize the role of trauma-informed care in the promotion of human rights
- View oneself as a learner and engage others as expert informants

<table>
<thead>
<tr>
<th>Competency 2</th>
<th>Activity 1 and Target Date</th>
<th>Activity 2 and Target Date</th>
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<tbody>
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</table>


Competency 3

Apply advanced engagement skills (with individuals, groups, families, organization, and communities).

Expected Outcomes / CSWE Practice Behaviors
• Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities
• Exhibit positive regard and openness when communicating with others
• Develop mutually agreed-upon intervention goals and objectives
• Identify personal biases and value and their impact on one's practice with diverse client systems
• Demonstrate a commitment to seek out expertise.

Competency 3

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<tr>
<th>Activity 1 and Target Date</th>
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Competency 4

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

Expected Outcomes / CSWE Practice Behaviors
- Identify the agency/organization history, mission, philosophy, and funding stream
- Demonstrate an understanding of the organizational dynamics and how leadership functions within the field setting
- Identify the role of policy in service delivery
- Demonstrate knowledge about history and current structures of social policies and services of field placement setting
- Collaborate with colleagues and clients for effective policy and action.
- Identify the role of practice in policy development
- Identify the role of models of trauma-informed care and human rights promotion in policy practice

Competency 4

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<thead>
<tr>
<th>Activity 1 and Target Date</th>
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Competency 5

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

Expected Outcomes / CSWE Practice Behaviors
• Use practice experience to inform research
• Engage in research to advance social work practice, the social work profession, and universal human rights
• Identify approaches to evaluate practice and programs
• Demonstrate knowledge about qualitative and quantitative research
• Articulate how research findings can improve practice, policy and trauma informed social service delivery

Competency 5

Activity 1 and Target Date  Activity 2 and Target Date
Competency 6

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

Expected Outcomes / CSWE Practice Behaviors

Assessment
• Identify and utilize means of organizing information
• Collect, organize, and interpret client data
• Assess client systems’ strengths and challenges
• Select appropriate intervention strategies

Intervention
• Implement a mutually agreed-upon focus of work and desired outcomes
• Implement preventive interventions that enhance client/ target system capacities
• Assist clients to resolve problems
• Negotiate, mediate and advocate for client systems
• Facilitate transitions and endings

Evaluation
• Effectively maintain documentation in accordance with agency/organization’s standards
• Analyze, monitor and evaluate interventions

<table>
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<tr>
<th>Competency 6</th>
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<tbody>
<tr>
<td>Activity 1 and Target Date</td>
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Instructions: For each activity below, include the following *** (Hint: You could cut and paste the following into each of your activities if that is helpful):

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

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

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

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<th>Field Educator Name</th>
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</table>
Competency 1

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

Expected Outcomes / CSWE Practice Behaviors

- Identify and provide client access to the services of social work, demonstrating the value base of the social work profession, its ethical standards, and relevant laws including the NASW Code of Ethics
- Engage in self-reflection, self-monitoring, and self-correction
- Critically evaluate social work roles and articulate the rationale for adhering to professional boundaries in diverse practice situations
- Demonstrate professional demeanor in behavior, appearance, and communication
- Develop a plan for continuing education and self care
- Apply in practice, knowledge derived from supervision and consultation
- Demonstrate accountability to and leadership within the profession regionally, nationally, and/or internationally
- Demonstrate in practice an awareness of the relevance of trauma on and the centrality of human rights to professional social work
- Practice professionally in accordance with social work ethics, the core values of trauma-informed care, and universal human rights

Competency 1

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Competency 2

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

Expected Outcomes / CSWE Practice Behaviors
- Demonstrate an ability to act in accordance with professional values, rather than personal biases and values
- Engage expert informants, research, and other resources to enhance one’s learning and practice
- Demonstrate the ability to use policy, research, theory, and practice to redress social injustices and human rights violations
- Initiate action to counter mechanisms of oppression and discrimination, to promote human rights, and to advance social justice

Competency 2

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Competency 3

Apply advanced engagement skills (with individuals, groups, families, organization, and communities).

Expected Outcomes / CSWE Practice Behaviors
- Exhibit the ability to tailor interpersonal skills and empathic responses to the unique, situation-specific presentation of client systems
- Incorporate a trauma-informed perspective in engagement with client systems
- Articulate the rationale for employing a particular strategy behind engagement of client systems

Competency 3

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Competency 4

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

Expected Outcomes / CSWE Practice Behaviors
- Analyze, influence, formulate, and advocate for policies that respond to emerging local, regional, and societal trends to advance well-being and attenuate the impact of trauma on client systems
- Engage in trauma-informed and human rights-oriented policy practice

<table>
<thead>
<tr>
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**Competency 5**

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

**Expected Outcomes / CSWE Practice Behaviors**
- Evaluate practice and programs and use findings to strengthen these
- Employ an evidence-based process to practice, policy, and trauma-informed service delivery

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<tr>
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Competency 6

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

Expected Outcomes / CSWE Practice Behaviors

Assessment
• Integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
• Demonstrate the ability to modify communication style depending on the relevant setting, stakeholders, and purpose
• Collect, organize, interpret client data while drawing on evidence-based practice knowledge as well as theories of human behavior, trauma-informed care, and human rights

Intervention
• Demonstrate the ability to collaborate with client systems in order to develop innovative and creative intervention goals and objectives
• Articulate a theory and evidence-based rationale for selecting a particular intervention strategy
• Demonstrate the ability to adapt and adjust interventions in accordance with the changing needs of the target system evaluation

Evaluation
• Apply interdisciplinary knowledge and methods consistent with evidence-based, trauma-informed, and human right perspectives

Competency 6

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Learning Contract Activities

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

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

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

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

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

<table>
<thead>
<tr>
<th>Foundation Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong> 1. Identify as a Professional social worker, conduct oneself accordingly, and apply social work ethical principles to guide professional practice.</td>
</tr>
<tr>
<td>1. Conduct at least 3 interactions with clients, supervisees, groups, committees, or organizations in the presence of the field educator, demonstrating an adherence to professional social work roles and boundaries.</td>
</tr>
<tr>
<td>2. Show an ability to form and sustain appropriate relationships with clients, co-workers, staff and administrators.</td>
</tr>
<tr>
<td>3. Recognizes the necessity for accountability as an agency representative providing examples in supervision.</td>
</tr>
</tbody>
</table>

| **Objective:** 2. Engage diversity and difference in practice to advance human rights and social and economic justice. |
| 1. Understands the forms and mechanisms of oppression and discrimination. TI-HR |
| 2. Identify sites in community that have relevance for population and visit, i.e. cultural centers, restaurants, shopping centers. Discuss experiences in supervision. |
| 3. Explore with clients their values, goals, and views of successful functioning. TI-HR |

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

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

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

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

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

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

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

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

1. Develops a resource manual for new students in collaboration with colleagues.
2. Compiling a list of home health aides for HIV program.
<table>
<thead>
<tr>
<th><strong>Advanced Year</strong></th>
</tr>
</thead>
</table>

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

**Possible Activities:**

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

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

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

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

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

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

1. Participate on organizational committee charged with policy setting; review by-laws of organization; and assist in development of strategic plan.
2. Address cultural issues and issues of disparity regarding trauma for all populations including refugees, racial and ethnic minorities, and rural populations and with concern for gender age and developmental phase over the life span. **TI-HR**
3. Debrief one of the social skills groups that (the student) facilitated with supervisor-discuss what engagement/communication skills worked and which ones did not.
### Objective: 5. Engage in research-informed practice and practice-informed research.

1. Demonstrates ability to develop and test hypotheses regarding service delivery variables.
2. Become skilled in using computer based assessment tools during interview process
3. Apply information gained in psychopathology course to differently assess consumers with mental health problems.

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

1. Develop a group session in the school to meet bi-weekly. Field Educator will evaluate performance.
2. Incorporate a trauma-informed and human rights perspective in to the development of individualized treatment plans, collaborating with the consumer. **TI-HR**
3. Differentially assess based on information presented in Advanced Year Interventions and Advanced Year Seminar course. Discuss in supervision with field educator.

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

1. Student will display knowledge of evidence based, and trauma informed practice while working with clients and in clinical supervision with field educator. **TI-HR**

For further examples, please go to [http://www.socialwork.buffalo.edu/msw/field/activities.asp](http://www.socialwork.buffalo.edu/msw/field/activities.asp). At this site you may choose either foundation or advanced year and then choose a specific competency to see examples of activities.
Learning Contract: Definitions and Tips

UB SSW – Accreditation and Curriculum

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

UB SSW Learning Contracts

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

Example of Education Policy

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

Questions you might ask yourself as you are identifying learning activities

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

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

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

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

What competencies would I hope to observe in a well-trained colleague…and then, what competencies are students expected to have attained at the end of their placement (relative to a student’s stage of professional development)?
“Anatomy” of a Learning Contract

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

Practice Behaviors/ Expected Outcomes

a) Identify and demonstrate the value base of the social work profession, its ethical standards, and relevant laws including the NASW Code of Ethics.

b) Demonstrate adherence to professional social work roles and their boundaries

c) Engage in self-reflection and monitoring

d) Identify professional demeanor in behavior, appearance, and communication

e) Seek supervisory input and manage authority in relationships in a professional manner to enhance your professional growth and development

f) Accept constructive criticism from others to enhance social work skills, and to promote professional growth

e) Identify the importance of self-care in professional social work practice, and develop a self care plan

f) Identify and manage personal values such that professional values guide practice

g) Identify means of improving client access to social work services

Sample Page From Learning Contract- See Page 3
Competency 2: Engage diversity and difference in practice to advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>Expected Outcomes for Competency #2</th>
<th>Mid Placement</th>
<th>Final Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify personal biases and values and their impact on one’s practice with diverse client systems</td>
<td>AC C EC IP UP</td>
<td>AC C EC IP UP</td>
</tr>
<tr>
<td>Engage in practices that advance social and economic justice, and human rights</td>
<td>AC C EC IP UP</td>
<td>AC C EC IP UP</td>
</tr>
<tr>
<td>Recognize the role of trauma-informed care in the promotion of human rights</td>
<td>AC C EC IP UP</td>
<td>AC C EC IP UP</td>
</tr>
<tr>
<td>View oneself as a learner and engage others as expert informants</td>
<td>AC C EC IP UP</td>
<td>AC C EC IP UP</td>
</tr>
<tr>
<td><strong>OVERALL RATING OBJECTIVE #2</strong> (Evaluation of Activities Listed Below and Practice Behaviors)</td>
<td>AC C EC IP UP</td>
<td>AC C EC IP UP</td>
</tr>
</tbody>
</table>

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

1) _____

Target Date for Completion: _____

2) _____

Target Date for Completion: _____

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

_____  

Final:

_____  

Student comment on learning experiences:
Mid-placement:

_____  

Final:

_____  

**Key:**

**AC** Advanced Competence  
Expertly demonstrates awareness, knowledge and skills as a graduate social work intern

**C** Competence  
Consistently demonstrates awareness, knowledge and skills as a graduate social work intern

**EC** Emerging Competence  
Demonstrates beginning awareness, knowledge and skills as a graduate social work intern

**IP** Insufficient Progress  
Rarely demonstrates awareness, knowledge and skills as a graduate social work intern

**UP** Unacceptable Progress  
Never demonstrates awareness knowledge and skills as a graduate social work intern
Levels of Performance

**Expert Level of Performance / Advanced Competence or AC**

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

**Competence or C**

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

**Emerging Competence or EC**

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

**Insufficient Progress (IP)**

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

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

**Unacceptable Level of Performance (UP)**

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

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

*Principles to follow:*

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

**Document**
- Supervision Notes

**Inform the faculty liaison**
- Get an outside consultant

*If problems continue:*

**Formal Process: Providing “Due Process” for the student**
- 3-way meeting
- Addendum to the Learning Contract
- Corrective Action Plan
- Monitor the Plan
Section Two: Supervision
Supervision in Social Work Field Education

Part I: Preparing for Effective Supervision

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

View the Presentation – Requires Window Media Player (9:42)

Copy of the Presentation Slides

Additional Materials

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

Supervision: Preparing an Agenda (Helpful Tool)

Student Supervision Record (Required Form)

Part II: Developmental Supervision & Learning Contract Development

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

Presented by the
Field Education Department

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

Supervision: Three Areas

• Administrative

• Educational

• Supportive

Elements of Effective Supervision

• Regular and consistent

• Students come prepared

• Both student and Field Educator are active participants
Clinical Supervision Versus “Triage” Supervision

• In-depth conversation versus conversation in passing

• Clinical supervision gets at issues that are at the core of effective social work practice

• Entails skill building, feedback, reflection, and ability to examine critical issues

Power Differential

• Exists within professional relationships

• It is important to understand how to communicate effectively within the supervisory relationship

• Positive aspect – having someone who is responsible for oversight and mentorship of our work

Additional Materials

1. Preparing for Effective Supervision (Presentation Slides)
2. Preparing for Supervision: Understanding What’s Expected & Why (Handout)
3. Supervision: Preparing an Agenda (Tool for Students)
4. MSW Student Supervision Record (Required Form)
WE MAKE A DIFFERENCE IN PEOPLE'S LIVES.
Preparing for Supervision: Understanding What’s Expected and Why

Why is Supervision Important in Social Work?

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

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

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

Expectations for students include:

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

Stages of Supervision:

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

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

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

Conflicts may arise in the supervisory relationship.

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

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

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

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

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

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

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

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

3. Throughout the Semester...
   - What concerns do you have about your own safety or the safety of clients?
   - What qualities/attitudes/skills need to be present at every session/contact with a client?
   - How would you describe your counseling style?
   - Describe the steps that you take to build rapport with clients.
   - What skills/techniques do you use when you (insert task)?
   - What was your biggest concern and how did you approach it?
   - What is your experience working with other workers, students, volunteers from within your work unit? What about other parts of the agency?
   - How do you see my supervisory style working (or not working) with your learning style?
4. **In response to specific issues or concerns...**
   - How do you experience the situation/person/group?
   - What experiences do you have related to the current situation?
   - What strengths do you bring to the relationship?
   - What personal limitations do you bring to your work?
   - How do all of these impact your role in facilitating change?
   - What concerns do you have about your own safety or the safety of clients?
   - What do you see as the areas of focus to resolve the crisis?
   - What are your limitations as a helper?
   - What barriers are you facing? Do you have any ideas about how to overcome them?

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

6. **End of Semester Evaluation...**
   - What plans have you made for continuity of services to clients you are working with? (Either over semester break or at the end of the placement)
   - What has the client termination process been like for you?
   - What are the accomplishments that you are most proud of?
   - How did you perceive your role at the agency as it fits with other program areas and agencies in the community?
   - How would you describe your field experience to an incoming student?
   - What knowledge/skills will you take with you?
   - Is there a specific situation/experience that stands out?
   - What did you learn about yourself?
   - If you could change something about your experience what would it be?
7. **Promoting Professional Development**
   - How has your identity as a social worker grown and developed related to (specific experience or stage in placement)?
   - What areas you would identify for your ongoing professional development?
   - How do your personal values and biases impact the therapeutic relationships with this client?
   - How do your personal values and biases intersect with professional ethics in this practice situation?
   - What preconceived ideas do I have about this clients situation (i.e. poverty, issues of privilege, race, religion)? How are these influencing my practice?
   - How do you identify and respond to power differentials in your relationship with clients (or related to a specific experience)?
   - How do culture and issues of difference impact this client’s experience?
   - How do culture and issues of difference impact the therapeutic relationships with this client?
   - How can I use my understanding of differences as an opportunity for growth and change as a professional?
   - How can I use my understanding of differences as an opportunity to facilitate change for clients?

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

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

Stage 1: Beginning
“High Anxiety”

Characterized by:
- Learning field placement expectations and requirements

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

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

Processes/Tasks to Master Stage 1:
- Learn:
  - Role
  - Agency
  - Unit Responsibilities
  - Specific Internship Tasks
  - Client Population and Needs
  - Community
- Work Through:
  - Feelings about clients, authority and responsibilities
Developmental Stages of Students in Field

Stage 2: Reality Confrontation
“Engagement”

Characterized by:
- Becoming engaged with the agency

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

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

Processes/Tasks to Master Stage 2:
- Learn:
  - To Use Information
  - Carry Out Internship Tasks
  - Make Decisions
  - Engage Clients and Resources
  - Basic Skills
  - Use Supervision
Developmental Stages of Students in Field

Stage 3: Relative Mastery
“Basic Mastery”

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

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

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

Processes/Tasks to Complete Stage 3:
- Learn:
  - To work as a Team Member
  - Organizational Influence Skills
  - Specific Skills Needs for Functional Independence
  - Specialized Knowledge Needed for Practice Competence
Developmental Stages of Students in Field

Stage 4: Closure
“Termination”

Characterized by:
- Feeling ambivalent about ending
- Reappearance of self doubt

Critical Questions:

First Year Students
Can I meet next year’s higher expectations?
Graduating Students
Can I really do this work now?
Being distracted by new demands (job search, license exams, relocating)?

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

Processes/Tasks to Master Stage 4:
- Learn:
  - Advanced or Specialized Skills
  - Preparation for new Roles
- Work Through:
  - Own Professional Goals
  - Balance of Personal and Organizational Needs
Section Three:
Learning Styles and
Self Assessment
LEARNING STYLE QUIZ

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

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

2. When you learn something new, do you
A. Like to read instructions or see demonstrations
B. Prefer verbal instructions
C. Jump in and learn by doing it

3. When you are spelling an unfamiliar word, do you
A. Visualize the word in your mind
B. Sound the word out as you spell it
C. Write the word down first

4. When you want to relax, do you
A. Watch TV or read
B. Listen to music
C. Play a game or exercise

5. When you are concentrating, do you
A. Get distracted by messy surroundings
B. Get distracted by noise
C. Get distracted by activity around you

6. When you are trying to figure out how someone is feeling, do you
A. Look at their facial expressions
B. Listen to the sound of their voice
C. Look at their body movements

7. When you teach someone something new, do you
A. Show them what to do or write down instructions
B. Tell them what to do
C. Do it with them

8. When you compliment someone on their work, do you
A. Write them a note
B. Tell them they did a good job
C. Shake their hand or pat them on the back
9. When you are bored, do you
A. Look around or doodle
B. Talk to yourself
C. Move around or fidget

10. When you need to remember something, do you
A. Write it down
B. Say it to yourself over and over
C. Think about it while moving around

11. When you are giving directions, do you
A. Draw a map
B. Give clear and detailed instructions
C. Point and use body language to explain the directions

12. When you are putting something together, do you
A. Read the directions first
B. Prefer to have someone to tell you what to do
C. Figure it out as you do it

Total number responses for each letter.

A _____________ B _____________ C _____________

VISUAL          AUDITORY         KINESTHETIC

Characteristics of the Learning Styles

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

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

Kinesthetic Learners
• Prefer to learn through experience
• Obtain the greatest benefit by participation in an activity
• Remember information that they experience directly
• Enjoy acting out or recreating situations, such as role playing
• Enjoy hands-on activities that involve active, practical participation
(Adapted from Bandler & Grinder, 1979; Dunn & Dunn, 1978; Reiff, 1992; Rose, 1985; Wislock, 1993)

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

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

Teaching Strategies for Different Learning Styles
Strategies for the Visual Learner
• Provide a variety of visual materials to facilitate the learning process.

• Visual learners will appreciate reading materials about the agency, including information on the agency’s history, the client population, and intervention methods.

• Demonstrate to students how something is done, rather than telling them.

• Visual learners prefer to learn by observation before they feel comfortable performing the task independently.

• Allow students many opportunities to observe others.
- Provide written instructions and encourage students to take notes during supervision sessions.

- Try to find a quiet place for students to work and keep the environment quiet during supervision sessions.

- Visual learners are easily distracted by noise.

Strategies for the Auditory Learner
- Rephrase important points to increase understanding.

- Ask students to discuss in their own words their understanding of the information being addressed.

- Processing information and instructions aloud will increase the students’ understanding and retention of the information.

- Encourage discussion and invite questions.

- Remember that students may not initially indicate that they do not understand.

- Provide students with opportunities to talk to other social workers and staff members about their job functions and responsibilities.

Strategies for the Kinesthetic Learner
- Provide opportunities for students to be involved in agency activities quickly.

- Use role plays to act out potential client scenarios.

- Kinesthetic learners prefer to learn by doing and role plays are an effective way to facilitate learning prior to client interactions.

- Provide early opportunities for students to have client contact.

- Kinesthetic learners will be anxious to begin experiencing agency practice on their own and may become frustrated with continued observation. However, be sure to assess students for readiness and provide adequate supervision.

- Develop assignments that will be interactive. For example, to learn agency policies and procedures, have the student develop a presentation to be given during a staff meeting.
FIELD EDUCATOR SKILLS ASSESSMENT TOOL

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

*(Please circle one number for each skill area.)*

<table>
<thead>
<tr>
<th>SKILL AREAS</th>
<th>Least Helpful</th>
<th>Most Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student orientation</td>
<td>Provides minimal information needed to begin placement or information which is</td>
<td>Arranges a variety of observational experiences, appropriate readings, and policy</td>
</tr>
<tr>
<td></td>
<td>not helpful.</td>
<td>guidelines.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information and experiences form a coherent whole. Steps are shaped to lead from simple to more complex.</td>
</tr>
<tr>
<td>Modeling job skills</td>
<td>Model is unsatisfactory: poor or unprofessional job skills and values. Limited ability to teach skills.</td>
<td>Modeling is satisfactory to good. Demonstrates ability, judgement, commitment to professional values, ability to teach or conceptualize. Skills may be limited.</td>
</tr>
<tr>
<td>Giving feedback, evaluation</td>
<td>Gives sporadic or no feedback, or feedback provided is not useful: may be overly negative or overly positive, tends not to be constructive or applicable.</td>
<td>Gives regular feedback which is often useful: feedback is balanced and constructive, sometimes based on specific incident.</td>
</tr>
<tr>
<td>Commitment to broader issues in student education</td>
<td>Narrowly concerned with functioning of particular job: not interested or discourages broader concerns and questions about social work issues, pessimistic about integration of course material with field skills.</td>
<td>Occasional referencing to broader issues and support of student integration: sometimes encourages questioning the system. Encourages students to become familiar with other roles in the agency such as administrator and support staff.</td>
</tr>
</tbody>
</table>

(Continued on Side 2)
# Field Educator Assessment Tool (Continued)

<table>
<thead>
<tr>
<th>SKILL AREAS</th>
<th>Least Helpful</th>
<th>Most Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of support</td>
<td>1 Generally unsympathetic or does not convey interest, concern with student learning, or blocks to learning.</td>
<td>5 Frequently communicates genuine concern with student progress and learning. Student feels supported.</td>
</tr>
<tr>
<td>Provision of theoretical perspectives</td>
<td>2 Provides minimal information on theoretical models or perspectives: seldom discusses integration of theory and practice.</td>
<td>4 Periodically discusses theoretical models and perspectives: sometimes concerned with integration of theory and practice.</td>
</tr>
<tr>
<td>Creating a learning environment</td>
<td>1 Frequently discourages student from asking questions or giving negative feedback: discourages interaction with other staff.</td>
<td>3 Periodically encourages questions and feedback from student and interaction with other staff.</td>
</tr>
</tbody>
</table>

Section Four:
Optional Log/Journal Format
LOG/JOURNAL FORMAT

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

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

Description of Activities
Discuss what you actually did during the week.

For example:
- How many clients did you have?
- Were you involved in any supervisory or multidisciplinary meeting?
- What type of documentation did you do?
- Did you study or refer to agency policies for any reason?

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

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

For example you might write something like:

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

OR

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

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

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

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

**Observations of Sociocultural Factors**

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

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

**OR**

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

**Integration of Theory and Practice**

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

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

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

OR

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

OR

You may be working with behaviorally different children in a school setting, where you notice that the teacher praises good behavior and ignores disruptive behavior. From your study of behaviorism, you know that behavioral approaches of positive reinforcement combined with extinction are being used in an attempt to modify the student behavior.
Example of a Log/Journal Entry:
Field Placement Site: A correctional facility for women

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

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

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

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

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