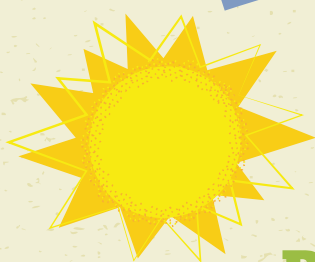

Field Educator Orientation Packet Order 2021-2022

Rev 8/19/2021

Field Educator Orientation Packet Contents Order (this page)	1
Infographic Brochures	
Self-Care	2
Social Media	3
Podcast	4
Orientation Session Outline	5
Field Educator Profile	9
Field Education COVID-19 Safety – Policies, Information and	11
Resources MSW Program Curriculum (2021-2022)	12
Resources for Field Educators	13
Tuition Waiver Memo & Request Form (2021-2022)	14
SSW Website	16
Field Calendars and Guidelines (2021-2022)	
Fall Advanced	17
Spring Advanced	21
Fall Foundation	25
Interprofessional Education and Field Flyer	29
UB SSW Phone Directory	30
Roles and Responsibilities	32
Attendance Policy	34
Section One: Learning Contract and Evaluation	
Learning Contract Worksheet – Foundation & Advanced	38
Learning Contract Activities	58
Learning Contract: Definitions and Tips	62
Levels of Performance	65
When you have an at-risk student	68
Section Two: Supervision	
Supervision in Social Work Field Education	70
Supervision & Feedback Powerpoint	71
Preparing: Understanding What’s Expected and Why	74
Reflective Supervision Questions	76
Developmental Stages of Students in Field	79
Section Three: Learning Styles and Self Assessments	
Learning Style Quiz	84
Characteristics of the Learning Styles	86
Field Educator Skills Assessment Tool	88
Section Four: Optional Log/Journal Format	
Log/Journal Format	91
Seminar (Handout and Sample Syllabus)	95
Sonia (Educator Tutorials)	103

How to Flourish ~ in ~ Social Work



Preserving personal longevity and happiness, relationships, and your career

COMMON AILMENTS

"A feeling of depletion leads to dysfunction... a [Social Work] practitioner becomes increasingly 'inoperative'."



BURNOUT



**COMPASSION
FATIGUE**



**SECONDARY TRAUMATIC
STRESS**

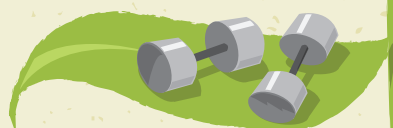
STEPS TO SELF-CARE

Self-care refers to selected actions that restore balance in our personal and professional lives.

Not just an add-on activity, self-care is also a state of mind through development of self-awareness, self-regulation, and self-efficacy.

EXERCISE

Light exercise **3 DAYS A WEEK** improves happiness by **10-20%** increases work productivity by **15%**



MEDITATE

50% reduction in overall psychiatric symptoms
70% decrease in anxiety
44% reduction in common medical symptoms

READ

A new trend in treatment of mental illness; boosts creativity and activates sensory areas of the brain.



GREENSPACE

Having over **30%** of green space in your surroundings is recommended for **healthy cortisol levels**.

LAUGH

Laughter strengthens the immune system, boosts energy and diminishes pain.

Children laugh over **300 times per day**

The typical adult chuckles **15 times per day**

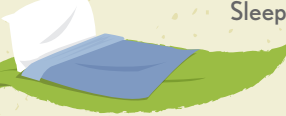


TIME OFF

30% of employees use their vacation time, which leads to better quality sleep, decreased stress and improved mood.

EAT WELL

Omega-3 fatty acids improve learning and memory and fight mental disorders. Carbohydrates aid in the release of endorphins.



SLEEP

The CDC currently classifies insufficient sleep as a public health epidemic. Sleep restores cognitive functions.



For a self-care starter kit, please visit
<http://www.socialwork.buffalo.edu/students/self-care/>

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Sabo, B. (2011). Reflecting on the concept of compassion fatigue. *OJIN: The Online Journal of Issues in Nursing, 16*(1). doi:10.3912/OJIN.Vol16No01Man01

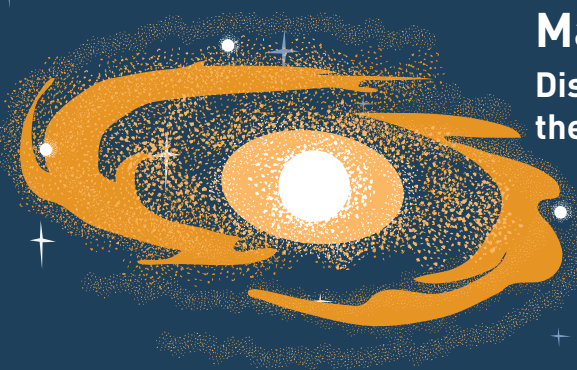
United States Census Bureau. (2014). Retrieved from <http://www.census.gov/>

SOCIAL WORKER'S GUIDE TO SOCIAL MEDIA



Maintain Galactic Boundaries

Discuss social media boundaries at the start of a clinical relationship.



Humble Space Telescope

Contribute to building community: support others & downplay self-promotion.



Mission Control

Plot your course based on your social media goals: personal or professional?



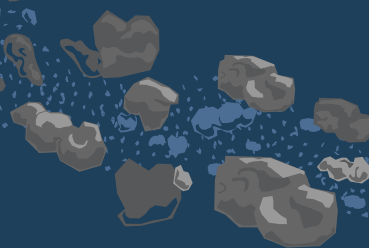
MegaEthical Cluster

Use The Code of Ethics as your guide.



Authentic Asteroid Belt

Be real, playful and professional.



Planet KnowWhat?

Share from credible sources.



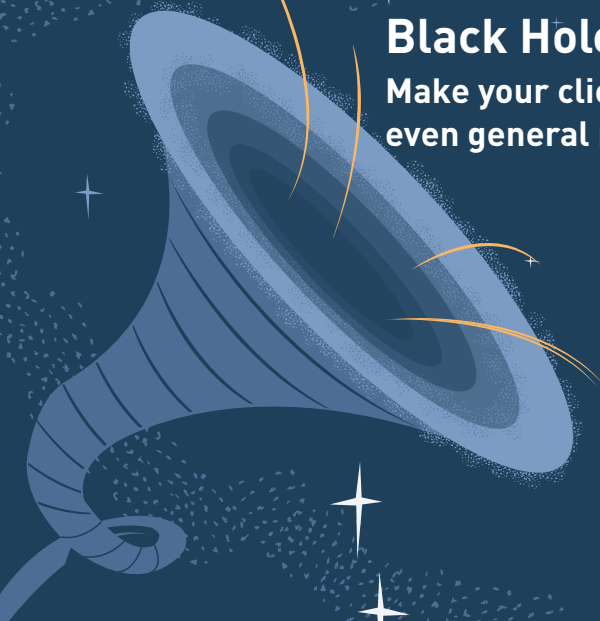
The Rest-stop at the End of the Universe

Be reflective—ask how your post will represent you, others, and our profession.



Black Hole Confidential

Make your clients feel safe—avoid even general references to clients.



Security Checkpoint

Use privacy controls on personal social media accounts.



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



The podcast series of the
University at Buffalo
School of Social Work

www.inSocialWork.org

Top 3 Categories:

1. Macro Social Work & Community Issues
2. Trauma & Trauma-Informed Care
3. Human Rights & Social Justice

Top 10 Countries (out of 200+ countries listening)



2,400,000+ successful downloads
since August, 2008;
August, 2019 is our 11th anniversary

The state with the most listeners is



is the state with the fewest listeners.



2017 Award for Excellence:
Electronic Communications & Interactive Media



Over 270 episodes freely
available online with
presenters from more than
95 Schools of Social Work

Facebook.com/inSocialWork
Twitter.com/SWPodcast
LinkedIn.com/in/inSocialWork
Stitcher.com/podcast/inSocialWork



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

Other Field Educator Benefits

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

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

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

[resources/orientation-and-training/learning-contracts-and-performance-evaluations/taskstream.html](#)

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

Task Supervisor Role

- If Task Supervisor model is in place, please make sure to keep communication open between all parties.

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

- *SoniaHandout - Learning Contract Worksheet*, Overview of Sonia
- *Accreditation and Curriculum Changes Handout* students develop skills and competencies

For Liaison Use

- *Learning Contract Activities Handout*-- suggested activities: Web search: <http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training/learning-contracts-and-performance-evaluations.html>
- ***(If Applicable) Task Supervision Model***
The Task Supervisor does not replace the Field Educator, and must work in collaboration with the Field Educator to ensure that the student's learning goals are being met and that regular feedback is provided
- Learning Contract Module on the School's Website <http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training.html>

Evaluation

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

Levels of Performance Handout

When You Have an At-Risk Student Handout

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

Supervision

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

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

For Liaison Use

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

Field Educator / Task Supervisor Profile

Name _____ Date _____

Other/Previous Last Name _____

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

I have supervised UB MSW Students in the past ☐ Yes ☐ No If yes, Agency Name _____

Criteria for the selection of Field Educators:	Criteria for the selection of Task Supervisors:
<ol style="list-style-type: none">1. A Master's Degree in social work and NYS License (either LMSW or LCSW, as appropriate to the setting / level of intern's clinical responsibilities)2. Willingness to meet the stated Field Educator Responsibilities3. To be free of any professional sanctions by NASW4. Two years post-master's social work experience (preferred)5. Have worked in the field placement agency for 1 year (preferred)	While a Masters Degree in Social Work is not required for task supervisors, (s)he must work in a related discipline and have an understanding of the social work perspective. The task supervisor typically has expertise in an area that expands a student's learning opportunities.

Reason for completing this profile

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

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

CURRENT EMPLOYMENT

Agency _____

Telephone _____

Address _____

Fax _____

E-mail _____

Title _____

Date
Employed _____

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

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

Personal Email _____

Personal Phone _____

Field Educator / Task Supervisor Profile

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

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

NYS LICENSURE: Please check one:

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

ETHNICITY

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

Field Office Use Only

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

COVID-19 Field Education Safety 2021-22

It is the nature of social work, and our professional social work training, that field must be in-person. However, wherever necessary, (due to student or placement agency circumstance), distance learning formats will be utilized as alternatives.

Field Agency Requirements

UBSSW field placement agencies must adhere to the CDC and local health department guidelines when it comes to health and safety protocols. It is expected that students are provided adequate space and information on agency safety protocols related to COVID. Students are expected to follow agency health and safety protocol as well as vaccination requirements.

Field sites should think about activities that can translate to virtual delivery if needed.

For information on the University Policy on student vaccinations, please visit buffalo.edu/coronavirus/health-and-safety/ub-vaccination-information

Student Rights and Services

Students have a right to safety and should know that protocols are in place for assisting students with the completion of placement hours to obtain their degree successfully. Students should never feel coerced to put themselves at undue risk to satisfy a program need; however, they are expected to follow the guidelines established by the UBSSW and their placement setting, which should adequately consider the safety and security of students and staff. If someone is too ill to complete alternative assignments remotely, a plan can be made and discussed with the Field Office upon student recovery. Students may be eligible for an incomplete grade until field hours are completed, but should consult with a member of the Student Services team on the timeframe for field course completions, because in some cases course sequencing or graduation date could be impacted. Student Support is available if a student is ever experiencing distress as a result of the anticipation or impact of a pandemic or disaster, they should contact Student Counseling at the University.

Please reach out to the field office with questions/concerns: sw-field@buffalo.edu



MSW PROGRAMS

Traditional

Total Credits: 60

FULL-TIME

FALL – Semester I		15.5 Credits
SW 500 Social Welfare Policy & History	3	
SW 505 Theories of Human Behavior & Development	3	
SW 510 Scientific Methods in Social Work	3	
SW 520 Interventions I	3	
SW 550 Field I	3	
SW 555 Field Seminar	.5	

SPRING – Semester II		16.5 Credits
SW 503 Diversity and Oppression	3	
SW 506 Theories of Organizational Behavior and Development	3	
SW 514 Evaluation in Social Work	3	
SW 521 Interventions II	3	
SW 551 Field II	4	
SW 555 Field Seminar	.5	

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

FALL – Semester III		13 Credits
SW 542 Trauma & Human Rights	3	
SW ____ Advanced Interventions**	3	
SW 552 Field III	4	
Advanced Topics <i>Choose One:</i> (Only offered Fall/Spring semesters)	3	
SW 560 Nature & Treatment of Alcohol & Drug Problems		
SW 561 Dual Disorders		
SW 563 Advanced Policy Development & Analysis		
SW 564 Administration & Management		
SW 566 Social Services to Children, Youth, & Families		
SW 568 Serious Illness Care		
SW 569 Community Social Work		
SW 570 Health & Disability Social Work		
SW 572 Mental Health & Disability Social Work		
SW 576 Assessment & Treatment of Child Abuse & Neglect		
SW 706 Aging Populations and their Families		

SPRING – Semester IV		15 Credits
SW ____ Elective	3	
SW ____ Elective	3	
SW ____ Elective	3	
SW 553 Field IV	3	
Advanced Topics <i>Choose One:</i> (Only offered Fall/Spring semesters)	3	
SW 560 Nature & Treatment of Alcohol & Drug Problems		
SW 561 Dual Disorders		
SW 563 Advanced Policy Development & Analysis		
SW 564 Administration & management		
SW 566 Social Services to Children, Youth, & Families		
SW 568 Serious Illness Care		
SW 569 Community Social Work		
SW 570 Health & Disability Social Work		
SW 572 Mental Health & Disability Social Work		
SW 576 Assessment & Treatment of Child Abuse & Neglect		
SW 706 Aging Populations and their Families		

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

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

PART-TIME

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

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

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

FALL – Semester IV		6.5 Credits
SW 520 Interventions I	3	
SW 550 Field I	3	
SW 555 Field Seminar	.5	

SPRING – Semester V		7.5 Credits
SW 521 Interventions II	3	
SW 551 Field II	4	
SW 555 Field Seminar	.5	

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

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

FALL – Semester VII		6 Credits
SW 542 Trauma & Human Rights	3	
Advanced Topics <i>Choose One:</i> (Only offered Fall/Spring semesters)	3	
SW 560 Nature & Treatment of Alcohol & Drug Problems		
SW 561 Dual Disorders		
SW 563 Advanced Policy Development & Analysis		
SW 564 Administration & management		
SW 566 Social Services to Children, Youth, & Families		
SW 568 Serious Illness Care		
SW 569 Community Social Work		
SW 570 Health & Disability Social Work		
SW 572 Mental Health & Disability Social Work		
SW 576 Assessment & Treatment of Child Abuse & Neglect		
SW 706 Aging Populations and their Families		

SPRING – Semester VIII		7 Credits
SW 552 Field III	4	
Advanced Topics <i>Choose One:</i> (Only offered Fall/Spring semesters)	3	
SW 560 Nature & Treatment of Alcohol & Drug Problems		
SW 561 Dual Disorders		
SW 563 Advanced Policy Development & Analysis		
SW 564 Administration & management		
SW 566 Social Services to Children, Youth, & Families		
SW 568 Serious Illness Care		
SW 569 Community Social Work		
SW 570 Health & Disability Social Work		
SW 572 Mental Health & Disability Social Work		
SW 576 Assessment & Treatment of Child Abuse & Neglect		
SW 706 Aging Populations and their Families		

SUMMER – Semester IX		6 Credits
SW 553 Field IV	3	
SW ____ Elective	3	

Resources & Benefits for Field Educators

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

- Free Training: **Preparing for Effective Field Instruction (3 CEU's)** – Sessions offered in both fall and spring semesters.
- **Continuing Education Certificates** – Our thank you to you; mailed to educators in May. Training located in Buffalo only.
- **Tuition Waiver Information** – Educators are eligible for a SUNY tuition waiver for every student supervised each semester (equivalent to tuition for one 3 credit course; does not include fees). Tax liability applies. For more info, visit <http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/SUNY-tuition-waivers.html>.
 - For a list of UB SSW courses approved for **Continuing Education Hours**, visit http://socialwork.buffalo.edu/content/dam/socialwork/continuing-education/documents/MSW_Electives_CEU.pdf
- **Online Training Segments: Preparing for Effective Supervision; Learning Contract and Evaluation in Social Work Education; and, Developmental Supervision.**
<http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training.html>
 - **The Developmental Supervision Module** includes video examples and download helpful handouts that will guide the process of supervision and learning contract development with your students.
- **Searchable Database of Learning Contract/Evaluation Activities:**
<http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training/learning-contracts-and-performance-evaluations.html>
- **TI-HR Curriculum Resource Center & Self-Care Starter Kit**
<http://socialwork.buffalo.edu/about/trauma-informed-human-rights-perspective.html>
- **Annual Field Educator Reception-** Enjoy being the guest of honor as the School celebrates the contributions of our Field Educators and Task Supervisors. Generally held late April or early May. Invitations are sent via regular mail.
- **With Membership in UB Alumni Association,** individuals gain online access to UB Library Databases (There is no longer a fee to join!!) <https://alumni.buffalo.edu/>
- Note: All Field Educator benefits are contingent upon SUNY authorization and budgetary appropriations

To: Field Educators
From: Laura Lewis, UB School of Social Work Director of Field
Date: Education [August 1, 2021](#)
Re: Tuition Waivers for [2021-2022 Academic Year](#)

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

1. **All tuition waivers earned during this semester must be requested by the deadline specified on the request form. We will not be able to honor requests received after that date.**
2. **Tuition waivers may not be transferred to family, friends, or students.** Tuition waivers are issued to the direct Social Work supervisor, i.e. Field Educator, who has first refusal. If the Field Educator relinquishes the waiver, the chief administrative officer/or equivalent of the agency may reallocate the waiver **to a specific member of the professional staff of the agency.**
3. Tuition waivers may be used to pay for any SUNY graduate-level credit courses. This may include online graduate level courses. Please visit <http://sln.suny.edu/index.html> for information about SUNY on-line education. Tuition waivers are redeemable for a 2-year period.
4. Tuition waivers cannot be used in the semester in which you are requesting the waiver. For example, if you have a student and request a Tuition Waiver in the Summer semester, you cannot use the waiver in that Summer semester.
5. Once issued, a tuition waiver cannot be transferred to another person. The person whose name appears on the waiver must use it.
6. If you supervise two students, you are entitled to a waiver for each. Each waiver is good for up to three credit hours.
7. For each waiver requested, you must fill out the online [Tuition Waiver Request Form](#). 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. Waivers requested will be reported to the IRS and NYS Income Tax Bureau as income. 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.
9. Tuition waivers can be used to waive a maximum of 8 credit hours in any one term/semester.
10. 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 and out of state tuition.** See <http://studentaccounts.buffalo.edu/tuition>
11. Students will receive an electronic billing statement (eBill) sent to your @buffalo.edu email address.
12. Using the Tuition Waiver Certificate: Mail to: **UB, 1 Capen Hall, Buffalo, NY 14260, Attn: Tuition Waiver Requests**
13. Non US Citizens or non-resident aliens should contact 716-645-1234 before applying for the waiver. Tax implications apply.

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



**By requesting the tuition waiver on the next page,
you will be taking on the tax liability for the cost of the waiver.**

Example:

Item	Approximate Cost (2019)
Tuition – 3 credits	\$1635 (covered by waiver)
Comprehensive Fees*	\$420 (out of pocket)
Federal Taxes** (based on 12% tax bracket)	\$200 (may be additional taxes you pay)
State Taxes** (based on 6% tax bracket)	\$100 (may be additional taxes you pay)

*If you are taking an online course (course of study is outside of the University of Buffalo grounds) you may submit a comprehensive fee waiver for waiver of health services, transportation and campus life fees. Form must be submitted and approved by UB.

**This is just an estimate. This is not tax advice. Please consult with your tax professional.

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.

Tuition Waivers can be used for 2 years after issuance date.


[Complete tuition Waiver form online by clicking here.](#)

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

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

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

School of Social Work


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INFO FOR: [Alumni](#) [Current Students](#) [Faculty & Staff](#) [Field Educators & Liaisons](#)

[About](#) [Education](#) [Faculty & Research](#) [Community Resources](#) [News & Events](#) [Continuing Education](#) [Apply](#) [Contact Us](#) [Giving](#)

School of Social Work > [Information for Field Educators & Liaisons](#)

Information for Field Educators & Liaisons



Field Education Reception, 2016 Outstanding Field Educator Nominees

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

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

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

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

Becoming a Field Educator

- > [Criteria and Responsibilities](#)
- > [Interest Form](#)
- > [Partnering with Us](#)

Field Educator Resources

- > [SUNY Tuition Waivers](#)
- > [Orientation and Training Program](#)
- > [Forms and Resources](#)
- > [Learning Contracts](#)

Events

- > [Field Educator Reception](#)
- > [Field Education Fair](#)

[Contact Us](#)

UB School of Social Work Field Calendar 2021-2022

Full Time Advanced Students (Fall 2021 – Spring 2022)

SW 552 Field Instruction 3 & SW 553 Field Instruction 4

Fall Semester Hours	Spring Semester Hours	Total Hours
225 hours	255 hours	480 hours

Students are in field 15 hours per week when field is in session throughout 2 semesters.

Fall Semester	Date
Full Time Advanced Year field begins	Week of Monday, August 30, 2021
Labor Day – UB Observed Holiday - no field	Monday, September 6
Advanced Learning Contracts due in Sonia	Friday, September 24
Interprofessional Education Day (Fall Semester)	Thursday, November 4
Fall UBSSW Field Recess - no field for 1 week	Monday, Nov 22 to Sunday, Nov 28
Mid-placement Evaluation due for students	Friday, December 10
Mid-placement Evaluation due for educators	Friday, December 17
Fall field ends the week ending (Mon – Sun)	Sunday, December 19
Winter UBSSW Field Recess - no field for 2 weeks	Mon, Dec 20 to Sun, Jan 2, 2022

Spring Semester	Date
Field placements resumes	Week of Monday, January 3, 2022
Field Education Fair* (foundation students)	Thursday, January 13
MLK Day – UB Observed Holiday - no field	Monday, January 17
UB Classes begin for Spring Semester	Week of Monday, January 31
Interprofessional Education Day (Spring Semester)	Thursday, March 3
Spring UBSSW Field Recess - no field for 1 week	Mon, Mar 21 to Sun, Mar 27
Final Evaluation due for students	Friday, April 22
Final Evaluation due for educators	Friday, April 29
Spring field ends the week ending (Mon – Sun)	Sunday, May 8

Calendar Guidelines

- The Field Calendar differs from the Academic Calendar. Student schedules for field should correspond with the Field Calendar. Hours per semester may vary due to fluctuations with each academic year. Total field hours remain the same.
- The Final Evaluation is due before the end of field. Submit timesheets with projected hours. 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.
- The actual day of the week that field placement begins and ends is determined by the schedule arranged between the student and the agency.
- Students are generally expected to be at their field placement site for an 8-hour day. This is based on 7.5 field hours with a half-hour lunch break that is not counted toward field hours.
- Recess Periods: Students do not need to make up time for missing (not being at) field during the periods on the field calendar which designate Fall, Winter or Spring recess specific to field. However, students in some agencies, i.e. school settings may need to take the designated Spring Break of the school system versus that of the University at Buffalo. In order to get the minimum required hours, students often need to exchange the time off from UB with that of the school if they do not coincide. It is important to discuss this with the Field Educator at the time of interview.
- UB Observed Holidays: If a student's typical placement day falls on an UB Observed Holiday (the student is typically in field on that day of the week), he or she is not required to be in field on that day; however, the student is required to make up the hours on an alternate day in that semester.
- Interprofessional (IP) Education Day: All MSW students enrolled in field are now required to participate in Interprofessional Education (IP) Day at the University at Buffalo at least once each academic year. Participation time counts towards field hours. **All participating students will earn six field placement hours for each session attended.** Students should have discussions with their Educator at the start of placement to be released from field (if training is on a scheduled field day). Digital badges and a micro-credential in inter-professional education are available for students.

- IP Days teach students core competencies for collaborative practice, such as interprofessional values and ethics, roles and responsibilities of healthcare providers, interprofessional communication, and teamwork. Interprofessional education is an important approach to preparing social workers to provide care in collaborative team environments, and is a requirement for accreditation. Participation can be included as an activity in student learning contracts. Students can share key learning with agency personnel. For more information, including information about digital badges and micro-credentialing, please visit the following web pages
<http://www.buffalo.edu/interprofessional-education/education/our-educational-strategy.html>
- 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.
- *Field Fair is traditionally for foundation students going into their Advanced Year field the next academic year choosing a placement in Erie or Niagara county.
- See estimated hours on last page

Fall Semester			Estimated Weekly Hours	Estimated Total Hours
	Monday	Sunday		
1	08/30/21	09/05/21	15	15
2	09/06/21	09/12/21	15	30
3	09/13/21	09/19/21	15	45
4	09/20/21	09/26/21	15	60
5	09/27/21	10/03/21	15	75
6	10/04/21	10/10/21	15	90
7	10/11/21	10/17/21	15	105
8	10/18/21	10/24/21	15	120
9	10/25/21	10/31/21	15	135
10	11/01/21	11/07/21	15	150
11	11/08/21	11/14/21	15	165
12	11/15/21	11/21/21	15	180
	11/22/21	11/28/21	0	180
13	11/29/21	12/05/21	15	195
14	12/06/21	12/12/21	15	210
15	12/13/21	12/19/21	15	225
	12/20/21	12/26/21	0	225
	12/27/21	01/02/22	0	225
			225	

Spring Semester				
1	01/03/22	01/09/22	15	240
2	01/10/22	01/16/22	15	255
3	01/17/22	01/23/22	15	270
4	01/24/22	01/30/22	15	285
5	01/31/22	02/06/22	15	300
6	02/07/22	02/13/22	15	315
7	02/14/22	02/20/22	15	330
8	02/21/22	02/27/22	15	345
9	02/28/22	03/06/22	15	360
10	03/07/22	03/13/22	15	375
11	03/14/22	03/20/22	15	390
	03/21/22	03/27/22	0	390
12	03/28/22	04/03/22	15	405
13	04/04/22	04/10/22	15	420
14	04/11/22	04/17/22	15	435
15	04/18/22	04/24/22	15	450
16	04/25/22	05/01/22	15	465
17	05/02/22	05/08/22	15	480
			255	
			480	

UB School of Social Work Field Calendar 2021-2022

Part Time Advanced Students (Spring - Summer 2022)

SW 552 Field Instruction 3 & SW 553 Field Instruction 4

Spring Semester Hours	Summer Semester Hours	Total Hours
255 hours	225 hours	480 hours

Students are in field 15 hours per week when field is in session throughout 2 semesters.

Spring Semester	Date
Part Time Advanced Year field begins	Week of Monday, January 3, 2022
Field Education Fair* (foundation students)	Thursday, January 13
MLK Day – UB Observed Holiday - no field	Monday, January 17
UB Classes begin for Spring Semester	Week of Monday, January 31
Learning Contract due in Sonia	Friday, January 28
Interprofessional Education Day (Spring Semester)	Thursday, March 3
Spring Field Recess - no field for 1 week	Mon, Mar 21 to Sun, Mar 27
Mid Evaluation due for students	Friday, April 22
Mid Evaluation due for educators	Friday, April 29
Spring field ends the week ending (Mon – Sun)	Sunday, May 8

Summer Semester	Date
Field placements resumes	Week of Monday, May 9
Memorial Day – UB Observed Holiday - no field	Monday, May 30
Independence Day– UB Observed Holiday - no field	Monday, July 4
Final Evaluation due for students	Friday, August 5
Final Evaluation due for educators	Friday, August 12
Field ends the week ending (Mon – Sun)	Sunday, August 21

Calendar Guidelines

- The Field Calendar differs from the Academic Calendar. Student schedules for field should correspond with the Field Calendar. Hours per semester may vary due to fluctuations with each academic year. Total field hours remain the same.
- The Final Evaluation is due before the end of field. Submit timesheets with projected hours. 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.
- The actual day of the week that field placement begins and ends is determined by the schedule arranged between the student and the agency.
- Students are generally expected to be at their field placement site for an 8-hour day. This is based on 7.5 field hours with a half-hour lunch break that is not counted toward field hours.
- Recess Periods: Students do not need to make up time for missing (not being at) field during the periods on the field calendar which designate Fall, Winter or Spring recess specific to field. However, students in some agencies, i.e. school settings may need to take the designated Spring Break of the school system versus that of the University at Buffalo. In order to get the minimum required hours, students often need to exchange the time off from UB with that of the school if they do not coincide. It is important to discuss this with the Field Educator at the time of interview.
- UB Observed Holidays: If a student's typical placement day falls on an UB Observed Holiday (the student is typically in field on that day of the week), he or she is not required to be in field on that day; however, the student is required to make up the hours on an alternate day in that semester.
- Interprofessional (IP) Education Day: All MSW students enrolled in field are now required to participate in Interprofessional Education (IP) Day at the University at Buffalo at least once each academic year. Participation time counts towards field hours. **All participating students will earn six field placement hours for each session attended.** Students should have discussions with their Educator at the start of placement to be released from field (if training is on a scheduled field day). Digital badges and a micro-credential in inter-professional education are available for students.

- IP Days teach students core competencies for collaborative practice, such as interprofessional values and ethics, roles and responsibilities of healthcare providers, interprofessional communication, and teamwork. Interprofessional education is an important approach to preparing social workers to provide care in collaborative team environments, and is a requirement for accreditation. Participation can be included as an activity in student learning contracts. Students can share key learning with agency personnel. For more information, including information about digital badges and micro-credentialing, please visit the following web pages
<http://www.buffalo.edu/interprofessional-education/education/our-educational-strategy.html>
- 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.
- *Field Fair is traditionally for foundation students going into their Advanced Year field the next academic year choosing a placement in Erie or Niagara county.
- See estimated hours on last page

Spring Semester			Estimated Weekly Hours	Estimated Total Hours
1	01/03/22	01/09/22	15	15
2	01/10/22	01/16/22	15	30
3	01/17/22	01/23/22	15	45
4	01/24/22	01/30/22	15	60
5	01/31/22	02/06/22	15	75
6	02/07/22	02/13/22	15	90
7	02/14/22	02/20/22	15	105
8	02/21/22	02/27/22	15	120
9	02/28/22	03/06/22	15	135
10	03/07/22	03/13/22	15	150
	03/14/22	03/20/22	0	150
11	03/21/22	03/27/22	15	165
12	03/28/22	04/03/22	15	180
13	04/04/22	04/10/22	15	195
14	04/11/22	04/17/22	15	210
15	04/18/22	04/24/22	15	225
16	04/25/22	05/01/22	15	240
17	05/02/22	05/08/22	15	255
			255	

Summer Semester				
1	05/09/22	05/15/22	15	270
2	05/16/22	05/22/22	15	285
3	05/23/22	05/29/22	15	300
4	05/30/22	06/05/22	15	315
5	06/06/22	06/12/22	15	330
6	06/13/22	06/19/22	15	345
7	06/20/22	06/26/22	15	360
8	06/27/22	07/03/22	15	375
9	07/04/22	07/10/22	15	390
10	07/11/22	07/17/22	15	405
11	07/18/22	07/24/22	15	420
12	07/25/22	07/31/22	15	435
13	08/01/22	08/07/22	15	450
14	08/08/22	08/14/22	15	465
15	08/15/22	08/21/22	15	480
			225	
			480	

UB School of Social Work Field Calendar 2021-2022 Foundation

Full Time and Part Time Foundation Students (Fall 2021 – Spring 2022)

SW 550 Field Instruction 1 & SW 551 Field Instruction 2

Fall Semester Hours	Spring Semester Hours	Total Hours
165 hours	255 hours	420 hours

Students are in field 15 hours per week when field is in session throughout 2 semesters.

Interventions Lab will be for the first 4 weeks of classes, prior to the start of field.

Interventions Class will be held once per week throughout the Fall and Spring semesters.

Field Seminar begins after Interventions Lab is complete.

Fall Semester	Date
Four-week Interventions Lab begins	Week of Monday, August 30, 2021
Foundation Year field and concurrent Field Seminar (see course schedule for dates) begins	Week of Monday, September 27
Foundation Learning Contracts due in Sonia	Friday, October 22
Interprofessional Education Day (Fall Semester)	Thursday, November 4
Fall Field Recess - no field for 1 week	Monday, Nov 23 to Sunday, Nov 29
Mid-placement Evaluation due for students	Friday, December 10
Mid-placement Evaluation due for educators	Friday, December 17
Fall field ends the week ending (Mon – Sun)	Sunday, December 19
Winter Field Recess - no field for 2 weeks	Mon, Dec 20 to Sun, Jan 2, 2022

Spring Semester	Date
Field placements resumes	Week of Monday, January 3, 2022
Field Education Fair* (foundation students)	Thursday, January 13
MLK Day – UB Observed Holiday - no field	Monday, January 17
UB Classes begin for Spring Semester	Week of Monday, January 31
Interprofessional Education Day (Spring Semester)	Thursday, March 3
Spring Field Recess - no field for 1 week	Mon, Mar 21 to Sun, Mar 27
Final Evaluation due for students	Friday, April 22
Final Evaluation due for educators	Friday, April 29
Spring field ends the week ending (Mon – Sun)	Sunday, May 8

Calendar Guidelines

- The Field Calendar differs from the Academic Calendar. Student schedules for field should correspond with the Field Calendar. Hours per semester may vary due to fluctuations with each academic year. Total field hours remain the same.
- The Final Evaluation is due before the end of field. Submit timesheets with projected hours. 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.
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- IP Days teach students core competencies for collaborative practice, such as interprofessional values and ethics, roles and responsibilities of healthcare providers, interprofessional communication, and teamwork. Interprofessional education is an

important approach to preparing social workers to provide care in collaborative team environments, and is a requirement for accreditation. Participation can be included as an activity in student learning contracts. Students can share key learning with agency personnel. For more information, including information about digital badges and micro-credentialing, please visit the following web pages

<http://www.buffalo.edu/interprofessional-education/education/our-educational-strategy.html>

- 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.
- *Field Fair is traditionally for foundation students going into their Advanced Year field the next academic year choosing a placement in Erie or Niagara county.
- See estimated hours on last page

Fall Semester		Estimated Weekly Hours	Estimated Total Hours	
<i>Monday</i>	<i>Sunday</i>			
1	08/30/21	09/05/21	0	0
2	09/06/21	09/12/21	0	0
3	09/13/21	09/19/21	0	0
4	09/20/21	09/26/21	0	0
5	09/27/21	10/03/21	15	15
6	10/04/21	10/10/21	15	30
7	10/11/21	10/17/21	15	45
8	10/18/21	10/24/21	15	60
9	10/25/21	10/31/21	15	75
10	11/01/21	11/07/21	15	90
11	11/08/21	11/14/21	15	105
12	11/15/21	11/21/21	15	120
	11/22/21	11/28/21	0	120
13	11/29/21	12/05/21	15	135
14	12/06/21	12/12/21	15	150
15	12/13/21	12/19/21	15	165
	12/20/21	12/26/21	0	165
	12/27/21	01/02/22	0	165
			165	

Spring Semester				
1	01/03/22	01/09/22	15	180
2	01/10/22	01/16/22	15	195
3	01/17/22	01/23/22	15	210
4	01/24/22	01/30/22	15	225
5	01/31/22	02/06/22	15	240
6	02/07/22	02/13/22	15	255
7	02/14/22	02/20/22	15	270
8	02/21/22	02/27/22	15	285
9	02/28/22	03/06/22	15	300
10	03/07/22	03/13/22	15	315
11	03/14/22	03/20/22	15	330
	03/21/22	03/27/22	0	330
12	03/28/22	04/03/22	15	345
13	04/04/22	04/10/22	15	360
14	04/11/22	04/17/22	15	375
15	04/18/22	04/24/22	15	390
16	04/25/22	05/01/22	15	405
17	05/02/22	05/08/22	15	420
			255	
			420	

[Not required for online students]

Interprofessional Education Day at University at Buffalo

All MSW students enrolled in field are now required to participate in Interprofessional Education (IPE) Day at the University at Buffalo at least once each academic year (for Foundation Field in spring semester). Participation time counts towards field hours. All participating students will earn three field placement hours for each session attended. Students should make arrangements at the start of placement to be released from field (if training is on a scheduled field day). Digital badges and a micro-credential in inter-professional education are available for students.



What is Interprofessional Education Days at UB?

Interprofessional Education Days, or IPE Days, teach students core competencies for collaborative practice, such as interprofessional values and ethics, roles and responsibilities of healthcare providers, interprofessional communication, and teamwork.

Why is Interprofessional Education Day a Requirement?

Interprofessional education is an important approach to preparing social workers to provide care in collaborative team environments, and is a requirement for accreditation. Participation can be included as an activity in student learning contracts. Students can share key learning with agency personnel.

2021-2022 Academic Year Dates (10am, 2pm or 6pm– Check website for updates.)

Fall Program Nov 4, 2021

Spring Program March 3, 2022

For more information, including information about digital badges and micro-credentialing, please visit the following web pages

<http://www.buffalo.edu/interprofessional-education/education/our-educational-strategy.html>

Email sw-field@buffalo.edu with any questions.

PHONE & EMAIL DIRECTORY

7/19/2021

Main Number: (716) 645-3381

FAX: 645-3456

Toll Free: (800) 386-6129

	<u>Direct Phone #</u>	<u>OFFICE</u>	<u>E-MAIL</u>	<u>FAX</u>
Alford, Keith	645-1267	680	swdean@buffalo.edu	
Allen-Fazekas, Ashley	645-1273	689	asallen@buffalo.edu	
Amantia, Richard	645-1246	661	amantia@buffalo.edu	
Bakk, Louanne (DSW Program Director)	645-1861	668	louanneb@buffalo.edu	
Ball, Annahita (Anna)	645-8951	652	annahita@buffalo.edu	
Bay-Cheng, Laina	645-1225	579	lb35@buffalo.edu	
Blane, Rachel	645-1222	676	rci3@buffalo.edu	
Bowen, Elizabeth (Betsy)	645-1258	577	eabowen@buffalo.edu	
Bradizza, Clara	887-2532	622	bradizza@buffalo.edu	
Butler, Lisa	645-1247	592	lbutler@buffalo.edu	
Carey, Maria	645-1274	689	msoos@buffalo.edu	
Cerrato, Anna	645-1266	678	cerrato@buffalo.edu	645-3883
Critelli, Filomena	645-1250	681	fmc8@buffalo.edu	
Dawidowicz, Laura			lauradaw@buffalo.edu	
Dulmus, Catherine	645-1253	591	cdulmus@buffalo.edu	
Elze, Diane	645-1228	628	deelze@buffalo.edu	
Faculty / Staff Lounge				
Green, Susan	645-1249	664	sagreen@buffalo.edu	
Griswold, Kathryn	645-1234	636	kg52@buffalo.edu	645-3157
Hammett, Jennifer	645-3382 (645-1271)	685	jahammet@buffalo.edu	
Hammett, Maureen	645-9113	670	hammett@buffalo.edu	
Hill, Debbie	645-1239	655	dahill2@buffalo.edu	
Hine, Joshua	645-1863	669	jchine@buffalo.edu	
Horne, Dana	645-1229	669a	dhorne@buffalo.edu	
Semanchin Jones, Annette (PhD Director)	645-1862	662	amsemanc@buffalo.edu	
Keefe, Rob	645-1230	632	rhkeefe@buffalo.edu	
Kendall, Kathryn	645-1265	672	kkendall@buffalo.edu	
Kim, Isok (MSW Program Director)	645-1252	667	isokkim@buffalo.edu	
Kim, Wooksoo	645-1227	626	wkim5@buffalo.edu	
Krause, Denise	645-1223	620	dkrause@buffalo.edu	
Lewis, Laura	645-1232	634	lalewis@buffalo.edu	645-3157
Linn, Brad	645-3256	647	bradlinn@buffalo.edu	
Logan-Greene, Patricia	645-1533	630	pblogang@buffalo.edu	
Lynch, Michael	645-1236	637	mrlynch2@buffalo.edu	
McClain-Meeder, Katie	645-1260	646	mccclainm@buffalo.edu	
McGowan, Lauren	645-1254	683	lm77@buffalo.edu	
Mucci, Irene	645-1261	674	imucci@buffalo.edu	
Murshid, Shaanta	645-5749	656	nadinemu@buffalo.edu	
Nam, Yunju	645-1255	658	yunjunam@buffalo.edu	
Nochajski, Tom	645-1245	231 Parker	thn@buffalo.edu	
Patterson, Kelly	645-1248	663	klp27@buffalo.edu	
Phipps, Meghan	645-1263	675	meghanph@buffalo.edu	
Quartley, Marjorie	645-1233	635	quartley@buffalo.edu	645-3157
Rodriguez, Maria	645-2986	660	myr2@buffalo.edu	
Sage, Melanie	645-1270	621	msage@buffalo.edu	
Sage, Todd	645-1264	623	toddsage@buffalo.edu	
Shelly, Pat	645-1262	671	pashelly@buffalo.edu	
Smyth, Nancy	645-1243	657	njsmyth@buffalo.edu	
Sobota, Peter	645-1251	666	psobota@buffalo.edu	
Sperlich, Mickey	645-9087	619	msperlic@buffalo.edu	
Spitale, Jenell	645-1269	665	spitalej@buffalo.edu	
St. Vil, Christopher	645-9091	625	cstvil@buffalo.edu	
St. Vil, Noelle	645-9093	645	noellest@buffalo.edu	
Stasiewicz, Paul	887-2596	622	stasiewi@buffalo.edu	
Sturman, Steve	645-1241	653	sturman@buffalo.edu	
Waldrop, Deborah	645-1231	633	dwaldrop@buffalo.edu	
Walsh, Leah	645-1244	673	leahfero@buffalo.edu	
Watson, Sarah	645-1259	677	siwatson@buffalo.edu	
Weaver, Hilary	645-1226	624	hweaver@buffalo.edu	
Wilson, Trevor	645-1242	654	tw46@buffalo.edu	
STUDENTS & ADJUNCTS:				
Admissions:	645-1275	689		
Emeritus/Visiting Faculty/Tutor Office	645-1224	442		
Faculty / Staff Lounge		575		
Field: Hannah Floss	645-1235	437	ubsswfield@buffalo.edu	645-3157
IT Students:	645-1240	656A		

IT Storage		16		
Main Office:	645-3382	685		
Podcasting Lab: Michelle Melton, Caitlyn B	645-3322	443	inSocialWork@buffalo.edu	
Student Lounge		631		
Conferece Phone for 656A & 684	645-1238			
Conference Phone in Dean's Office	645-1268	680		
Technology Services Group		IT Service Request: sswit@buffalo.edu		
VOIP Telephone Assistance	645-3542	http://www.buffalo.edu/ubit/service-guides/phones/		
<u>PARKER HALL</u>				
Office of Social Work Continuing Education				
232 Parker Hall, 3435 Main Street,	829-3939		sw-ce@buffalo.edu	829-3938
Website: www.socialwork.buffalo.edu/conted				
	<u>Direct Phone #</u>	<u>OFFICE</u>		
Heim, Kathleen, Director	829-5847	230	ktheim@buffalo.edu	829-3938
Civiletto, Mary	829-5846	232A	civilett@buffalo.edu	829-3938
Mahar, Trisha	829-5841	232C	tmahar@buffalo.edu	829-3938
Tobias, Tami- Assoc. Dir. of Cont. Ed.	829-5843	232B	ttobias@buffalo.edu	829-3938
Wu, Yue (Avery)	829-5844	232A	ywu74@buffalo.edu	
Reception/Student Space: Diana Genao		232	dianagen@buffalo.edu	829-3938
CE-OMH Work area/Grant & CE Records Room		224		829-3938
Student Space:		224		
MSW Student- Leah Ingraham		224		829-3938
IT Office:	829-5840	220	www.socialwork.buffalo.edu/support	
Buffalo Center for Social Research, 219 Parker Hall, 3435 Main Street, Buffalo, NY 14214-8004				
	829-3991			829-3992
Dulmus, Catherine -Director	645-1253	215A	cdulmus@buffalo.edu	829-3992
Bradizza, Clara	887-2532	212	bradizza@buffalo.edu	
	645-1247	228		829-3992
		219C		
Faculty Shared Satellite Office	645-7310	222		
Semanchin Jones, Annette	829-5868	225	amsemanc@buffalo.edu	
	829-5863	229		
Miller, Melissa	829-5871	221	mbm26@buffalo.edu	
Monin, Amy	829-5867	223	almonin@buffalo.edu	829-3992
Nochajski, Tom	645-1245	231	thn@buffalo.edu	829-3992
Main Office/ Reception	829-5866	219		829-3992
St. Vil, Christopher	829-5864	216	cstvil@buffalo.edu	
Stasiewicz, Paul	887-2596	218	stasiewi@buffalo.edu	
Institute on Trauma & Trauma-Informed Care		200	829-3469 ; 829-3531 ; 829-3745	
Koury, Samantha	829-2607	200	spkoury@buffalo.edu	
PhD Student Office		205		
Conference Room	645-6171	202		
Behavior Health Clinic, CRIA, 1021 Main St., Buffalo, NY 14203				
<u>DEVELOPMENT OFFICE:</u>				
Laura Dawidowicz, Assoc. Director, Advancement		1105 Kimball	lauradaw@buffalo.edu	
1105 Kimball Tower, Buffalo, NY 14214-8033				
<u>LISTSERVS/EMAIL ALIAS:</u>				
	*** SCHOOL		ssw-list@listserv.buffalo.edu	
	ADMINISTRATIVE		ssw-admin-list@listserv.buffalo.edu	
	ADJUNCT FACULTY		ssw-part-time-faculty-list@listserv.buffalo.edu	
	ALERT		ssw-alert-list@listserv.buffalo.edu	
	DSW STUDENTS		ssw-dsw-list@listserv.buffalo.edu	
	FACULTY COUNCIL		ssw-faculty-council-list@listserv.buffalo.edu	
	FIELD		sw-field@buffalo.edu	
	IT		sswit@buffalo.edu	
	MSW STUDENTS		msw-list@listserv.buffalo.edu	
	PHD STUDENTS		sw_phd_list@listserv.buffalo.edu	
	RESOURCE MANAGEMENT		sw-resourcemgt@buffalo.edu	
	STAFF		ssw-staff-list@listserv.buffalo.edu	
	STUDENT SERVICES		sw-studentservices@buffalo.edu	

University at Buffalo – School of Social Work

ROLES AND RESPONSIBILITIES

The Field Educator

The responsibilities are:

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

TASK SUPERVISION & ALTERNATIVE MODELS OF FIELD EDUCATION

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

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

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

The Task Supervisor

The responsibilities are:

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

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

ATTENDANCE AT FIELD PLACEMENT

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

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

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

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

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

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

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

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

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

❖ Holidays and Vacation

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

Policy on Religious Holidays

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

❖ Unscheduled University Closing

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

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

❖ Compensatory Time

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

❖ **Conference Attendance**

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

❖ **Extension of Field Placement**

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

Section One:
Learning Contracts and
Evaluation

Form: "Activities & Target Dates - Foundation"

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

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

Helpful Verbs

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

Example

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

Student Name	
Field Educator Name	

Competency 1

Demonstrate ethical and professional behavior.

Expected Outcomes / CSWE Component Behaviors

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

Competency 1

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 2

Engage diversity and difference in practice.

Expected Outcomes / CSWE Component Behaviors

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

Competency 2

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 3

Advance human rights and social, economic and environmental justice.

Expected Outcomes / CSWE Component Behaviors

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

Competency 3

Activity 1 and Target Date	Activity 2 and Target Date

Competency 4

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

Expected Outcomes / CSWE Component Behaviors

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

Competency 4

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 5

Engage in policy practice.

Expected Outcomes / CSWE Component Behaviors

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

Competency 5

Activity 1 and Target Date	Activity 2 and Target Date

Competency 6

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

Expected Outcomes / CSWE Component Behaviors

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

Competency 6

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 7

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

Expected Outcomes / CSWE Component Behaviors

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

Competency 7

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 8

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

Expected Outcomes / CSWE Component Behaviors

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

Competency 8

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 9

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

Expected Outcomes / CSWE Component Behaviors

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

Competency 9

Activity 1 and Target Date	Activity 2 and Target Date

Form: "Activities & Target Dates - Advanced"

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

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

Helpful Verbs

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

Example

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

Student Name	
Field Educator Name	

Competency 1

Demonstrate ethical and professional behavior.

Expected Outcomes / CSWE Component Behaviors

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

Competency 1

Activity 1 and Target Date	Activity 2 and Target Date

Competency 2

Engage diversity and difference in practice.

Expected Outcomes / CSWE Component Behaviors

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

Competency 2

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 3

Advance human rights and social, economic and environmental justice.

Expected Outcomes / CSWE Component Behaviors

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

Competency 3

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 4

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

Expected Outcomes / CSWE Component Behaviors

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

Competency 4

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 5

Engage in policy practice.

Expected Outcomes / CSWE Component Behaviors

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

Competency 5

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 6

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

Expected Outcomes / CSWE Component Behaviors

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

Competency 6

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 7

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

Expected Outcomes / CSWE Component Behaviors

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

Competency 7

Activity 1 and Target Date

Activity 2 and Target Date

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Competency 8

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

Expected Outcomes / CSWE Component Behaviors

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

Competency 8

Activity 1 and Target Date	Activity 2 and Target Date

Competency 9

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

Expected Outcomes / CSWE Component Behaviors

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

Competency 9

Activity 1 and Target Date	Activity 2 and Target Date

Learning Contract Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Advanced Year

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

Possible Activities:

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

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

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

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

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

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

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

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

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

Learning Contract: Definitions and Tips

UB SSW – Accreditation and Curriculum

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

UB SSW Learning Contracts

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

Example of Education Policy

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

Questions you might ask yourself as you are identifying learning activities

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

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

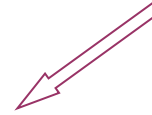
How is each competency (each objective on the learning contract) manifested in this setting? How might they be operationalized?

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

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

“Anatomy” of a Learning Contract

UB SSW
Competency...



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

...and related
practice behaviors.



Practice Behaviors/ Expected Outcomes

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

Sample Page From Learning Contract- See Page 3

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

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

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.

❖ Performance Concerns (Ratings of IP and UP)

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

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

❖ Unacceptable Performance

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

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

teaching, and readings.

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

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

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

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

When you have an at-risk student

Principles to follow:

Identify Early

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

Document

- Supervision Notes

Inform the faculty liaison

- Get an outside consultant

If problems continue:

Formal Process: Providing “Due Process” for the student

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

Section Two:

Supervision

Supervision in Social Work Field Education

Part I: Preparing for Effective Supervision

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

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

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

Additional Materials

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

Supervision: Preparing an Agenda (Helpful Tool)

Student Supervision Record (Required Form)

Part II: Developmental Supervision & Learning Contract Development

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

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SUPERVISION & FEEDBACK

Professional relationship between FE and Student Intern: promotes professional development of knowledge, skills, and abilities to provide social work services.

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Supervision in Field Education

- Field Educator: One hour per week
 - Optional Task Supervisor role- Impt. Communication
 - Modalities of supervision (1-1, group, videoconference)
- Expectations regarding student: mutual process
 - Supervision Agenda (preparation)
 - Supervision Record form (REQUIRED – weekly)
 - Link to online supervision resources
<http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training/supervision.html>




2

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Supervisor as an Educator

Supervision of MSW Student vs. Supervision of Employee




- Role of educator – teacher in the field
- Educational assessment of student
- Considering Learning styles
- Competency based
- Professional Development
- Not necessarily focused on training to “do the job”
- Partnering with the UB SSW Field Department



3

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3 Dimensions involved in Supervision


- **Administrative:** Orient students, Policies/Procedures; resources; time sheet accountability. Promote good work standards
- **Educational:** Development of knowledge, skills and competencies, reflection; LC review
- **Supportive:** Providing ongoing, honest feedback and support; self-care issues

4

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Elements Related to Tasks and Assignments

- Clarify the purpose of assignments
- Provide detailed directions and instructions
- Work with the student to complete tasks prior to having them do it on their own
- Regular review of student workload
- Provide a variety of learning activities
- Clarify expectations for the student's performance
- Provide early opportunities for client contact
- Incorporate ways to observe student engaged in the work



5

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Qualities of Effective Supervision:


- Develop trusting relationship (mutual respect)
- Clear expectations
- Provide dedicated time and space for weekly supervision
- Provide support and safety
- Help link theory to practice
- Facilitate reflective discussions
- Encourage difficult conversations
- Provide clear, consistent feedback
- Acknowledge power differential
- Modeling



6

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FEEDBACK




- Ongoing, timely, specific, honest, balanced, private and invites conversation
- Expect your student to take an active role and expect them to be prepared
- Opportunities to observe student in practice
- Utilize the time to provide ongoing, honest and open feedback
- CAUTION: At times, FE's remember when they were a student and may offer leeway, and/or accommodate the student in ways that are not helpful.
- All students need to be held to the same standards.
- Educational experience tied to competencies
- Challenge students to go outside of their comfort zone
- Balance of high support, high expectations and challenge

7

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NASW Code of Ethics

- Boundaries
- Competency
- Evaluation
- Student/Client Relationship



NASW Code of Ethics (*3.02 Education and Training)
<http://www.naswde.org/pubs/code/>
 UB Sexual Harassment Policy
<http://affirmativeaction.buffalo.edu>

8


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Keeping in touch with Liaison

Is my student on track educationally at this point in the semester? Competency Development

Professionalism
 -Time and attendance issues
 -Communication

Role as Gatekeeper



Preparing for Supervision: Understanding What's Expected and Why

Why is Supervision Important in Social Work?

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

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

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

Expectations for students include:

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

Stages of Supervision:

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

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

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

Conflicts may arise in the supervisory relationship.

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

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

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

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

Supervisee: Click here to enter text.

Field Educator: Click here to enter text.

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

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

Attendees:

Click here to enter text.

Key Discussion Points; Client Issues

Click here to enter text.

What Went Well in Practice; Areas for Improvement

Click here to enter text.

Supervisee Questions

Click here to enter text.

Actions; Recommendations; By Whom; When

Click here to enter text.

Next Meeting:

Click here to enter text.

Dear Field Educator,

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

This form, and supervision in general, is discussed in Field Lab with students before they begin field. The form can be found in Sonia at: <https://sonia.ssw.buffalo.edu/>

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

Attendees:

Click here to enter text.

Key Discussion Points; Client Issues



REFLECTIVE SUPERVISION QUESTIONS

Throughout the Field Placement Experience

1. Establishing the Supervisory Relationship

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

2. Developing the Learning Agreement

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

3. Throughout the Semester...

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

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

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

5. Mid Semester Evaluation...

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

6. End of Semester Evaluation...

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

7. Promoting Professional Development

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

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

Field Seminar or Supervision Groups

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

Developmental Stages of Students in Field

Stage 1: Beginning “High Anxiety”

Characterized by:

- Learning field placement expectations and requirements

Critical Questions:

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

Students Need:

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

Processes/Tasks to Master Stage 1:

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

Developmental Stages of Students in Field

Stage 2: Reality Confrontation “Engagement”

Characterized by:

- Becoming engaged with the agency

Critical Questions:

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

Students Need:

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

Processes/Tasks to Master Stage 2:

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

Developmental Stages of Students in Field

Stage 3: Relative Mastery **“Basic Mastery”**

Characterized by:

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

Critical Questions:

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

Students Need:

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

Processes/Tasks to Complete Stage 3:

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

Developmental Stages of Students in Field

Stage 4: Closure “Termination”

Characterized by:

- Feeling ambivalent about ending
- Reappearance of self doubt

Critical Questions:

First Year Students

Can I meet next year's higher expectations?

Graduating Students

Can I really do this work now?

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

Students Need:

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

Processes/Tasks to Master Stage 4:

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

Section Three:
Learning Styles and
Self Assessment

LEARNING STYLE QUIZ

Instructions:

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

1. When you read, do you

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

2. When you learn something new, do you

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

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

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

4. When you want to relax, do you

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

5. When you are concentrating, do you

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

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

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

7. When you teach someone something new, do you

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

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

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

9. When you are bored, do you

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

10. When you need to remember something, do you

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

11. When you are giving directions, do you

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

12. When you are putting something together, do you

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

Total number responses for each letter.

A _____ B _____ C _____
VISUAL AUDITORY KINESTHETIC

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

Characteristics of the Learning Styles

Visual Learners

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

Auditory Learners

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

Kinesthetic Learners

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

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

Adapting Your Learning Style

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

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

Teaching Strategies for Different Learning Styles

Strategies for the Visual Learner

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

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

Strategies for the Auditory Learner

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

Strategies for the Kinesthetic Learner

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

FIELD EDUCATOR SKILLS ASSESSMENT TOOL

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

(Please circle one number for each skill area.)

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

(Continued on Side 2)

Field Educator Assessment Tool (Continued)

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

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

Section Four:

Optional Log/Journal Format

LOG/JOURNAL FORMAT

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

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

Description of Activities

Discuss what you actually did during the week.

For example:

How many clients did you have?

Were you involved in any supervisory or multidisciplinary meeting?

What type of documentation did you do?

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

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

Feelings

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

For example you might write something like:

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

OR

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

Values

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

For example you might state:

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

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

Observations of Sociocultural Factors

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

For example:

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

OR

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

Integration of Theory and Practice

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

For example:

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

OR

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

OR

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

OR

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

Example of a Log/Journal Entry:

Field Placement Site: A correctional facility for women

Description of Activities

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

Feelings

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

Values

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

Observations of Sociocultural Factors

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

Integration of Theory and Practice

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

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

Field Seminar - SW 555 -- Fall 2021 and Spring 2022

Rationale

- The Council on Social Work Education (CSWE), our accrediting body, is temporarily allowing seminar hours to count towards field as a supportive response to COVID.
- According to the 2015 CSWE Survey, 90% of accredited programs include a Field Seminar component.
- We believe the addition of field seminar will be useful in providing students a cushion of field hours relating to the COVID-19 pandemic; as well as providing a meaningful learning and growth experience

Logistics

- All Foundation Field Students (Advanced Standing students will be included beginning in AY 2021-2022).
- 1 credit course over 2 semesters
- 15 synchronous meetings total – 7 one-hour session in Fall; 8 in Spring

Purpose

- Goal is to help students fully integrate course material with field experiences
- Process difficult situations
- Reflect on progress

SW 566: Field Seminar
.5 credit Fall 2021 / .5 credit Spring 2022 Taken
concurrently with Field Placement Course

Instructor Name: Office: 685
Baldy Hall
Office Hours: Mondays 3-5pm
Email:

Course Description

This course is designed to allow students a professional forum where they will have opportunities to share the integration of their coursework and fieldwork using reflection tools and case-based scenarios. A combination of structured activities and open-ended discussions focusing on field placements will be held, utilizing the required social work competencies and component behaviors as themes. Seminar discussions require all participants to review and share examples from their field placement experiences and participate in providing and receiving constructive feedback, with the goal of developing knowledge, skills, and professional identity. This course will also introduce and make connections between field-work themes and principles of trauma-informed care and the promotion of human rights.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

Learning Outcomes	Student Achievement of This Learning Outcome will be Assessed by:	Competencies
1. Identify and discuss procedural aspects of field instruction.	Participation; In-class Reflections Journal Assignment Paper	Competency 1
2. Demonstrate an understanding of how the values and ethics of the profession of social work are applied across multiple contexts and settings.	Participation; In-class Reflections Journal Assignment Use of Self Assignment	Competency 1
3. Describe the relationship between CSWE competencies and professional practice.	Participation; In-class Reflections Live Sessions Journal Assignment	Competency 1-9
4. Demonstrate the ability to develop and maintain collaborative relationships with peers within and across disciplines.	Participation; In-class Reflections Live Sessions Journal Assignment	Competency 1-3
5. Articulate an introductory understanding of their professional identity and the importance of lifelong learning.	Participation; In-class Reflections Live Sessions Journal Assignment	Competency 1-3

6. Identify and employ appropriate help-seeking skills including peer and professional consultation, professional decision-making, problem solving, and supervision.	Participation; In-class Reflections Journal Assignment Case Presentations	Competency 1 – 9

CSWE Competencies:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Seminar provides students opportunities to critically reflect upon their field experiences, their classroom education, and themselves within a context of challenge and support from classmates and faculty.

Assignments and class sessions are designed to promote integration of theory and practice through critical reflection emphasizing ongoing cultivation of personal-professional self and integration of social work core competencies and practice behaviors.

The seminar aims to enhance students' purposeful use of self to effectively facilitate interactional relationship and problem-solving processes incorporating holistic, ecosystems, strength-based, human rights, and empowerment perspectives.

COURSE MATERIALS (FOUND ON UB LEARNS):

Lay, K., & McGuire, L. (2012). DEAL papers: Adapted from DEAL model of structured critical reflection [PowerPoint slides].

National Association of Social Workers. (2017). Code of ethics of the National Association of Social Workers. Washington, DC. NASW Press. Retrieved from:
<https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

Allen, K. (2012). What is an ethical dilemma? *The New Social Worker*, 19(2), 4-5. Retrieved from:
https://www.socialworker.com/feature-articles/ethics-articles/What_Is_an_Ethical_Dilemma%3F/

Congress, E. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work*, 1(1), 1-22. Indianapolis, IN: IU School of Social Work. Retrieved from: <https://journals.iupui.edu/index.php/advancesinsocialwork/article/view/124/107>

Fisher, L., Reed, N., Stough, L. & Tracey, M. (2017) Making the most of field seminar. *The New Social Worker*, 14(4). Retrieved from https://www.socialworker.com/feature-articles/field-placement/Making_the_Most_of_Field_Seminar/.

Council on Social Work Education (2015). *Educational Policy and Accreditation Standards*. Alexandria, VA: Council on Social Work Education, pp. 6-9. Retrieved from: <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

University at Buffalo School of Social Work [Field Manual](#).

Weighting	Assessment / Assignment
40	Professional Participation: <i>Professionalism</i> demonstrated in seminar. Overall evaluation of class participation will take into account the manner and extend to which a student: a) attends all seminars and comes prepared for discussion and engagement; b) submits practicum related assignments and documents in a timely fashion; c) raises relevant questions and awareness of multiple perspectives; and e) gives and uses feedback constructively. Seminar attendance is vital to the student's success in SW 550 and 551. Failure to attend seminar may result in a failing grade.
40	Critical Reflection Journal – 15 Bi-weekly Entries
20	Case Presentation – One page summary and oral presentation
100%	Total

Grading Scale: Final Grades:

Grade	Quality Points	Percentage (EXAMPLE)
A	4.0	93.0% -100.00%
A-	3.67	90.0% - 92.9%
B+	3.33	87.0% - 89.9%
B	3.00	83.0% - 86.9%
B-	2.67	80.0% - 82.9%
C+	2.33	77.0% - 79.9%
C	2.00	73.0% - 76.9%
C-	1.67	70.0% - 72.9%
D+	1.33	67.0% - 69.9%
D	1.00	60.0% - 66.9%
F	0	59.9 or below

Field seminar classes will incorporate a variety of teaching-learning methods. Each section will be involved in the decision-making regarding what methods will be employed. A list of possible methods (along with suggested guidelines for implementation) follows:

Open fieldwork discussions -- Field seminar provides students with opportunities to raise questions, discuss concerns and share experiences. Students participating in seminar are members of an educational group. The group should set ground rules for seminar fieldwork discussions. (E.g. How time will be allocated; how to assure that associated practice issues are identified and discussed, the process

to encourage group members to relate their experiences, determining a process of when to move to a new topic or activity).

Fieldwork Rounds -- Field seminars provide opportunities for each participant to share something regarding his or her experience briefly; after everyone has a turn, individuals can ask and contract for use of group time; the instructor will suggest topics for rounds (topics can include practice issues emerging from personal-professional Academic Journals)

Case Presentations -- Case Presentations are a more formal method to present a practice situation. The group can determine salient issues that are expected to present using this format and establish a schedule for case presentations. Typically case presentations include: relevant background information, a description of the situation, an explanation of the social work student's purpose(s), role(s), & responsibilities, and questions or concerns the student would like to explore with the class.

Experiential Exercises -- Experiential exercises may include role plays and other human relations training; students can also suggest exercises for class to do; activities relate to simulations of practice situations, human relations training, and group development.

Seminar Members as Co-facilitators -- Opportunity to be co-facilitator of a weekly seminar session: to plan and lead at least one.

ACADEMIC CONTENT:

Week	Topics	Assignments	Associated Learning Outcome Number
1	Introduction: Getting Started in Field Reflective Practice	Reading / Resources on UB Learns Class Participation Critical Reflection Journal	1, 3, 4
2	Learning Contract Development CSWE Competencies	Class Participation Critical Reflection Journal Sonia	1, 3, 4
3	The Role of Supervision in Social Work Practice, Having Difficult Conversations; Critical Feedback	Class Participation Critical Reflection Journal In-class Reflections	3, 4
4	Teamwork and Boundaries Building Professional Relationships	Class Participation Critical Reflection Journal In-class Reflections	3, 4, 5
5	Use of Self; Mindfulness; Self-care	Reading / Resources on UB Learns Class Participation Critical Reflection Journal In-class Reflections	3, 4, 5
6	Ethical Decision Making; NASW Code of Ethics	Class Participation Critical Reflection Journal	2, 3, 4

7	Trauma-informed and Human Rights Perspectives	Class Participation Critical Reflection Journal In-class Reflections	2, 3, 4
8	Cultural Humility – Engaging Diversity and Difference; Antiracism within Social Work Practice	Reading / Resources on UB Learns Class Participation Critical Reflection Journal In-class Reflections	2, 3, 4
9	Placement Analysis – Theories of Human Behavior	Class Participation Critical Reflection Journal	3, 4
10	Placement Analysis – Policy Considerations	Class Participation Critical Reflection Journal	3, 4
11	Case Presentations	Class Participation Critical Reflection Journal	3, 4, 6
12	Case Presentations	Class Participation Critical Reflection Journal	3, 4, 6
13	Case Presentations	Class Participation Critical Reflection Journal	3, 4, 6
14	Professional Development / Self-awareness (Self-assessment)	Reading / Resources on UB Learns Class Participation Critical Reflection Journal In-class Reflections	3, 4, 5
15	Wrap up - Self-evaluation	Class Participation In-class Reflections	3, 4, 5

Overview of Assignments:

Professional Participation (40 points): Students are expected to attend all seminars and come prepared for discussion and engagement, integrating course readings and field experiences; b) submit practicum-related assignments and documents in a timely fashion; c) raise relevant questions and awareness of multiple perspectives; and e) provide and utilize feedback constructively. Seminar attendance is vital to the student's success in SW 550 and 551. Failure to attend seminar may result in a failing grade.

Use of Self – In class reflection (example): The use of self in social work practice is combining the knowledge, values and skills gained in your courses with aspects of one's personal self, including personality traits, belief systems, life experiences, and cultural heritage (Dewane, 2006).

Read the following article, an introduction to use-of-self in social work. Write a brief 1-2 page summary of what aspects of yourself you bring to social work and reflect briefly on why supervision with a more experienced social worker around use of self would be valuable. [http://www.socialworker.com/feature-articles/field-placement/An Introduction to Use of Self in Field Placement/](http://www.socialworker.com/feature-articles/field-placement/An%20Introduction%20to%20Use%20of%20Self%20in%20Field%20Placement/)

Critical Reflection Journal 15 Bi-weekly Entries (40 points) – Using the Deal Model of Critical Reflection, submit bi-weekly entries (7 Fall / 8 Spring). Describe your learning experiences in field objectively (who, what, where, when, and why). Examine the experience using reflections prompts based on learning goals (e.g. goals that incorporate objectives related to personal growth, civic learning, and/or academic enhancement).

Case Presentation / Client System Assessment – One page summary and oral presentation (20 points) of a client or client system including relevant background information, a description of the situation, an explanation of the social work student's purpose(s), role(s), & responsibilities, and questions or concerns the student would like to explore with the class.

ACADEMIC INTEGRITY:

Students must be familiar with and abide by the University's policies and procedures on Academic Integrity, available at the following link: *Academic Integrity*:

<https://catalog.buffalo.edu/policies/integrity.html>

ACCESSIBILITY RESOURCES:

Accessibility Resources coordinates reasonable accommodations for equitable access to UB for students with disabilities. Visit 60 Capen Hall, North Campus, call (716) 645-2608, or email at stu-accessibility@buffalo.edu. Additional information is located at the Office's website:

<https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

AVAILABLE RESOURCES ON SEXUAL ASSAULT:

UB is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. You may call UB's Office of Equity, Diversity and Inclusion at (716) 645-2266 for more information. <https://www.buffalo.edu/equity.html>

COUNSELING SERVICES:

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences.

Counseling, Health Services, and Health Promotion are here to help with these or other concerns. You learn can more about these programs and services by contacting:

Counseling Services: 120 Richmond Quad (North Campus), phone 716-645-2720
 202 Michael Hall (South Campus), phone: 716-829-5800

Health Services: Michael Hall (South Campus), phone: 716- 829-3316

Health Promotion: 114 Student Union (North Campus), phone: 716- 645-2837

INCOMPLETE GRADES

A grade of incomplete ("I") indicates that additional course work is required to fulfill the requirements of a given course. Students may only be given an "I" grade if they have a passing average in coursework that has been completed and have well-defined parameters to complete the course requirements that could result in a grade better than the default grade. An "I" grade may not be assigned to a student who

did not attend the course. See Incomplete Policy: <http://ed.buffalo.edu/current-students/elp-students/grading-policies.html>

SONIA

Subject: Welcome to Sonia with Tutorials - UBSSW Field Placement Management System [Field Educators]

From: sw-field@buffalo.edu

Attachments: UBSSW Sonia login instructions - Agency.docx

Message:

Dear Educators,

The UB School of Social Work is excited to announce a new software program called Sonia that will help with managing our placements. Your log in credentials are below. Once you log in, you will be able to see your students' placement information, approve timesheets, view and approve the learning contract and evaluation, and more!

The first step is to know your Username: [your email provided to UBSSW]

Then create a password: [Set password](#)

Write down your password, as you will need it often!

Once you do this, you will be directed to enter your login credentials.

Choose 'Agency' as your Role.

Be sure to bookmark <https://sonia.ssw.buffalo.edu/SoniaOnline>, as you will return to it throughout the year!

Please take a moment and review some of the video tutorials below. They are also conveniently located on your home page of Sonia once logged in.

[Sonia Tutorial - Field Educator Overview](#)

[Sonia Tutorial - Field Educator Approving a Timesheet](#)

[Sonia Tutorial - Field Educator Review/Approving the Learning Contract](#)

[Sonia Tutorial - Field Educator Reviewing Supervision Record](#)

Let us know if you have any questions. Looking forward to a great year!

UBSSW Field Education Team

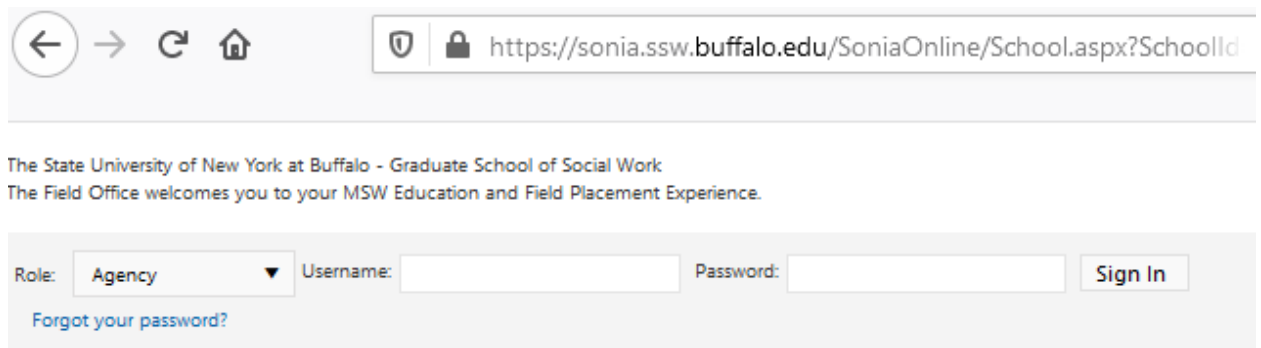
sw-field@buffalo.edu

Sonia login instructions – Agency (Contacts or Educators)

1. Enter <https://sonia.ssw.buffalo.edu> into your browser
2. You should see the screen below, click on **UB – School of Social Work**



3. The default at the top left is student, change to **Agency**.



4. Enter your user name and password.
5. If you have forgotten your password, simply click on [Forgot your password?](#), then enter your Username = your email and submit.
6. A password reset link will be emailed to your provided address.
7. Follow those instructions.
8. You can then start at instruction #1 to log in.
9. You are now logged in and ready to use Sonia.