



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



Resources & Benefits for Field Educators

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

- ☉ Free Training: **Preparing for Effective Field Instruction (3 CEU's)** – Sessions offered in both fall and spring semesters.
- ☉ **Continuing Education Certificates** – Our thank you to you; mailed to educators in May.
- ☉ **Tuition Waiver Information** – Educators are eligible for a SUNY tuition waiver for every student supervised each semester (equivalent to tuition for one 3 credit course; does not include fees). Tax liability applies. For more info, visit <http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/SUNY-tuition-waivers.html>.

For a list of UB SSW courses approved for **Continuing Education Hours**, visit http://socialwork.buffalo.edu/content/dam/socialwork/continuing-education/documents/MSW_Electives_CEU.pdf

- ☉ **Online Training Segments: Preparing for Effective Supervision; Learning Contract and Evaluation in Social Work Education; and, Developmental Supervision.**
<http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training.html>

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

- ☉ **Searchable Database of Learning Contract/Evaluation Activities:**
<http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/orientation-and-training/learning-contracts-and-performance-evaluations.html>
- ☉ **TI-HR Curriculum Resource Center & Self-Care Starter Kit**
<http://socialwork.buffalo.edu/about/trauma-informed-human-rights-perspective.html>
- ☉ **Annual Field Educator Reception-** Enjoy being the guest of honor as the School celebrates the contributions of our Field Educators and Task Supervisors. Generally held late April or early May. Invitations are sent via regular mail.
- ☉ **With Membership in UB Alumni Association**, individuals gain online access to UB Library Databases (There is no longer a fee to join!!) <https://alumni.buffalo.edu/>

Note: All Field Educator benefits are contingent upon SUNY authorization and budgetary appropriations

University at Buffalo – School of Social Work

ROLES AND RESPONSIBILITIES

The Field Educator

The responsibilities are:

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

TASK SUPERVISION & ALTERNATIVE MODELS OF FIELD EDUCATION

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

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

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

The Task Supervisor

The responsibilities are:

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

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

Field Educator / Task Supervisor Profile

Name _____

I would like to be a Field Educator Task Supervisor

Criteria for the selection of Field Educators:	Criteria for the selection of Task Supervisors:
<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 Responsibilities 3. To be free of any professional sanctions by NASW 4. Two years post-master's social work experience (preferred) 5. Have worked in the field placement agency for 1 year (preferred) 	<p>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.</p>

Reason for completing this profile

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

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

CURRENT EMPLOYMENT

Agency _____

Telephone _____

Address _____

Fax _____

E-mail _____

Title _____

Date Employed _____

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

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

Personal Email _____

Personal Phone _____

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

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

NYS LICENSURE: Please check one:

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

ETHNICITY

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

Field Office Use Only

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

FULL-TIME TRADITIONAL PROGRAM

<u>Fall-Semester I</u>	<u>Credits</u>
SW 500 Social Welfare Policy and History.....	3
SW 505 Theories of Human Behavior and Development....	3
SW 510 Scientific Methods in Social Work.....	3
SW 520 Interventions I.....	3
SW 550 Field I.....	3

<u>Spring-Semester II</u>	<u>Credits</u>
SW 503 Diversity and Oppression.....	3
SW 506 Theories of Organizational Behavior and Development	3
SW 514 Evaluation in Social Work.....	3
SW 521 Interventions II.....	3
SW 551 Field II	4

Advanced Year*

<u>Fall-Semester III</u>	<u>Credits</u>
SW 542 Trauma & Human Rights.....	3
SW ___ Advanced Interventions	3
SW 552 Field III.....	4
<u>Choose one of the following Advanced Topics.....</u>	<u>3</u>
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
SW 563 Advanced Policy Development & Analysis	
SW 564 Administration and Management	
SW 566 Social Services to Children, Youth, & Families	
SW 569 Community Social Work	
SW 570 Health & Disability Social Work	
SW 572 Mental Health & Disability Social Work	
SW 576 Assessment & Treatment of Child Abuse & Neglect	
SW 706 Aging Populations	

<u>Spring-Semester IV</u>	<u>Credits</u>
SW 543 Professional Dev Seminar.....	1
SW ___ Elective(s).....	9
SW 553 Field IV.....	3
Choose one Advanced Topics from list above	3

Advanced Interventions

- SW522 Case Management Interventions
- SW523 Social Action for Community Change
- SW524 Interventions with Children & Adolescents
- SW525 Interventions in Intimate Relationships
- SW526 Interventions with Families
- SW527 Interventions with Groups
- SW528 Interventions with Adults
- SW530 Interventions with Organizations
- SW531 Crisis Interventions

PART-TIME TRADITIONAL PROGRAM

<u>Fall-Semester I</u>	<u>Credits</u>
SW 510 Scientific Methods in Social Work.....	3
SW 505 Theories of Human Behavior and Development	3

<u>Spring-Semester II</u>	<u>Credits</u>
SW 514 Evaluation in Social Work.....	3
SW 500 Social Welfare Policy and History	3

<u>Summer-Semester III</u>	<u>Credits</u>
SW 506 Theories of Organizational Behavior and Development	3
SW 503 Diversity and Oppression	3
SW ___ Elective.....	3**

<u>Fall-Semester IV</u>	<u>Credits</u>
SW 520 Interventions I.....	3
SW 550 Field I	3

<u>Spring-Semester V</u>	<u>Credits</u>
SW 521 Interventions II	3
SW 551 Field II.....	4

Advanced Year*

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

<u>Fall-Semester VII</u>	<u>Credits</u>
SW 542 Trauma & Human Rights	3
<u>Choose one of the following Advanced Topics</u>	<u>3</u>
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
SW 563 Advanced Policy Development & Analysis	
SW 564 Administration and Management	
SW 566 Social Services to Children, Youth, & Families	
SW 569 Community Social Work	
SW 570 Health & Disability Social Work	
SW 572 Mental Health & Disability Social Work	
SW 576 Assessment & Treatment of Child Abuse & Neglect	
SW 706 Aging Populations	

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

<u>Summer-Semester IX</u>	<u>Credits</u>
SW 543 Professional Dev Seminar	1
SW 553 Field IV	3
SW ___ Elective.....	3**

* Human biology must be completed before beginning advanced year

** Electives can be taken at any time.

FULL-TIME ADVANCED STANDING

<u>Summer-Semester I</u>	<u>Credits</u>
SW540 Advanced Standing Seminar.....	3
SW541 Advanced Standing Research	3

*Advanced Year**

<u>Fall-Semester II</u>	<u>Credits</u>
SW 542 Trauma & Human Rights.....	3
SW ___ Advanced Interventions	3
SW 552 Field III.....	4
<u>Choose one of the following Advanced Topics.....</u>	<u>3</u>
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
SW 563 Advanced Policy Development & Analysis	
SW 564 Administration and Management	
SW 566 Social Services to Children, Youth, & Families	
SW 569 Community Social Work	
SW 570 Health & Disability Social Work	
SW 572 Mental Health & Disability Social Work	
SW 576 Assessment & Treatment of Child Abuse & Neglect	
SW 706 Aging Populations	

<u>Spring-Semester III</u>	<u>Credits</u>
SW 543 Professional Dev Seminar.....	1
SW ___ Elective(s)	9
SW 553 Field IV.....	3
<u>Choose one of the following Advanced Topics.....</u>	<u>3</u>
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
SW 563 Advanced Policy Development & Analysis	
SW 564 Administration and Management	
SW 566 Social Services to Children, Youth, & Families	
SW 569 Community Social Work	
SW 570 Health & Disability Social Work	
SW 572 Mental Health & Disability Social Work	
SW 576 Assessment & Treatment of Child Abuse & Neglect	
SW 706 Aging Populations	

Advanced Interventions

- SW522 Case Management Interventions
- SW523 Social Action for Community Change
- SW524 Interventions with Children & Adolescents
- SW525 Interventions with Couples
- SW526 Interventions with Families
- SW527 Interventions with Groups
- SW528 Interventions with Adults
- SW530 Interventions with Organizations
- SW531 Crisis Interventions

PART-TIME ADVANCED STANDING PROGRAM

<u>Spring-Semester I</u>	<u>Credits</u>
SW540 Advanced Standing Seminar	3
SW541 Advanced Standing Research	3

*Advanced Year**

<u>Summer-Semester II</u>	<u>Credits</u>
SW ___ Advanced Interventions.....	3
SW ___ Elective(s).....	6**

<u>Fall-Semester III</u>	<u>Credits</u>
SW 542 Trauma & Human Rights	3
<u>Choose one of the following Advanced Topics</u>	<u>3</u>
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
SW 563 Advanced Policy Development & Analysis	
SW 564 Administration and Management	
SW 566 Social Services to Children, Youth, & Families	
SW 569 Community Social Work	
SW 570 Health & Disability Social Work	
SW 572 Mental Health & Disability Social Work	
SW 576 Assessment & Treatment of Child Abuse & Neglect	
SW 706 Aging Populations	

<u>Spring-Semester IV</u>	<u>Credits</u>
SW 552 Field III.....	4
<u>Choose one of the following Advanced Topics</u>	<u>3</u>
SW 560 Nature & Treatment of Alcohol & Drug Problems	
SW 561 Dual Disorders	
SW 563 Advanced Policy Development & Analysis	
SW 564 Administration and Management	
SW 566 Social Services to Children, Youth, & Families	
SW 569 Community Social Work	
SW 570 Health & Disability Social Work	
SW 572 Mental Health & Disability Social Work	
SW 576 Assessment & Treatment of Child Abuse & Neglect	
SW 706 Aging Populations	

<u>Summer-Semester V</u>	<u>Credits</u>
SW 543 Professional Dev Seminar	1
SW 553 Field IV	3
SW ___ Elective.....	3**

** Electives can be taken at any time.

* Human biology must be completed before beginning advanced year



A central place for students to create, submit, share, and store all field related work online!



We have a new system for students, field educators, liaisons & field staff to develop the learning contract & evaluate student performance!

What are the Benefits of Taskstream for Educators and Students?

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

Is There a Cost?

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

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

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

Form: "Activities & Target Dates - Foundation"

Created with: Taskstream

Author: University at Buffalo Social Work Manager

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

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

Helpful Verbs

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

Example

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

Student Name	
Field Educator Name	

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Use for notes, etc.

Competency 1

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

Activity 1 and Target Date	Activity 2 and Target Date

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

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

Activity 1 and Target Date	Activity 2 and Target Date

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

Activity 1 and Target Date	Activity 2 and Target Date

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

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

- 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

Activity 1 and Target Date	Activity 2 and Target Date

Form: "Activities & Target Dates - Advanced"

Created with: Taskstream

Author: University at Buffalo Social Work Manager

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

- Description of learning activity (What you are going to do)
- How will learning be demonstrated (What would others observe you doing)
- How will learning be evaluated (What will others observe once you are competent in this area)
- Does this activity relate to a "trauma-informed human rights perspective" - you should have at least one or two
- Target Date

Helpful Verbs

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

Example

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

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

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

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

Student Name	
Field Educator Name	

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Use for notes, etc.

Competency 1

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

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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

Activity 1 and Target Date	Activity 2 and Target Date

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

Activity 1 and Target Date	Activity 2 and Target Date

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

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

- 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

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

--	--

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

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: 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?

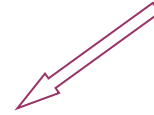
How is each competency (each objective on the learning contract) manifested in this setting? How might they be operationalized?

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
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)	—	—	—	—	—

AC	C	EC	IP	UP
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

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

1) _____

Target Date for Completion: _____

2) _____

Target Date for Completion: _____

Narrative Evaluation- Include evidence to support "Overall" rating of activities and practice behaviors, and strategies to achieve competence.

Mid-placement:

Final:

Student comment on learning experiences:

Mid-placement:

Final:

<p>Key: AC Advanced Competence Expertly demonstrates awareness, knowledge and skills as a graduate social work intern</p> <p>C Competence Consistently demonstrates awareness, knowledge and skills as a graduate social work intern</p> <p>EC Emerging Competence Demonstrates beginning awareness, knowledge and skills as a graduate social work intern</p> <p>IP Insufficient Progress Rarely demonstrates awareness, knowledge and skills as a graduate social work intern</p> <p>UP Unacceptable Progress Never demonstrates awareness knowledge and skills as a graduate social work intern</p>
--

UNIVERSITY AT BUFFALO – SCHOOL OF SOCIAL WORK
Field Education - Internship Calendar for MSW Students

Advanced Year Field Placement (SW 552-553)

Program Type	Fall Hours Per Week (Minimum Hours) [Ex. Course No. on schedule]	Spring Hours Per Week (Minimum Hours) [Ex. Course No. on schedule]	Total Hours in Field (Fall & Spring)
Advanced Year Field Education Placement Full Time Traditional & Advanced Standing	Field Instruction 3 2 days or 15 hours per week (225 hours)** [Ex. SW 552LEC]	Field Instruction 4 2 days or 15 hours per week (255 hours)** [Ex. SW 553LEC]	480 hours

Foundation Year Field Placement (SW 550-551)

Program Type	Fall Hours Per Week (Minimum Hours) [Ex. Course No. on schedule]	Spring Hours Per Week (Minimum Hours) [Ex. Course No. on schedule]	Total Hours in Field (Fall & Spring)
Foundation Year Field Education Placement Full Time & Part Time Traditional (Field begins in the 5 th week of the Fall semester following a 4-week Interventions Lab – see below.)	Field Instruction 1 15 hours per week (165 hours)** [Ex. SW 550LEC] (Begins 5 th week of semester)	Field Instruction 2 15 hours per week (255 hours)** [Ex. SW 551LEC]	420 hours
Interventions Lab* (Foundation Students Only)	Interventions Lab (First 4 weeks of Fall Semester only) [Ex. SW 520LLB LAB]	NA	NA
Interventions Class* (Foundation Students Only)	Once per week [Ex. SW 520LLB LEC]	Once per week [Ex. SW 521LLB LEC]	NA

*Please direct questions on these courses to the MSW Program Director

** Hours per semester may vary due to fluctuations with each academic year. Total field hours will remain the same.

Field Calendar & Guidelines

Fall 2016	Advanced Year FT Trad. & Adv. Standing	Foundation Year
Fall Advanced Year field begins during the week of	Monday, August 29, 2016	
Classroom Interventions/Field lab begins the week of		Monday, August 29, 2016
Labor Day – UB Observed Holiday (no field)	Monday, September 5	
Foundation field begins during the week of		Monday, September 26
Learning Contracts due in Taskstream	Friday, September 23	Friday, October 21
Fall Field Recess Begins (no field for 1 week)	Mon. Nov. 21 to Sun. Nov 27	Mon. Nov. 21 to Sun. Nov 27
Mid-placement Evaluation due in Taskstream	Friday, December 9	Friday, December 9
Fall field ends the week ending (Monday – Sunday)	Sunday, December 18	Sunday, December 18
Winter Field Recess (no field for 2 weeks) Includes: New Year’s Day – UB Observed Holiday (no field)	Mon. Dec. 19 to Sun. Jan 1, 2017	Mon. Dec. 19 to Sun. Jan 1, 2017
Spring 2017		
Spring field placements resume during the week of	Monday, January 2, 2017	Monday, January 2, 2017
Martin Luther King Day – Observed Holiday (no field)	Monday, January 16	Monday, January 16
Field Education Fair	Thursday, January 19	Thursday, January 19
UB Spring Recess Begins (no field for 1 week)	Mon. Mar. 20 to Sun. Mar. 26	Mon. Mar. 20 to Sun. Mar. 26
Final Evaluation due in Taskstream	Friday, April 28	Friday, April 28
Please note, the Final Evaluation is due <u>before</u> the end of field. However, students are required to attend field after this to meet their hourly requirement. Failure to comply can result in a change of grade for Field Placement.		
Spring field ends the week ending (Monday – Sunday)	Sunday, May 7	Sunday, May 7

Field Calendar Guidelines

- The actual day of the week that field placement begins/ends is determined by the schedule arranged b/t the student and the agency.
- Students are generally expected to be at their field placement site for a regular/traditional 8-hour day. This is based on 7.5 field hours with a half-hour lunch break that is not counted toward field hours. See example below:
 - 7.5 hours learning at field placement (counted towards field hours)
 - 0.5 hours for lunch break (not counted towards field hours)
 - 8.0 hours day at field site
- The Field Calendar differs from the Academic Calendar. Student schedules for field should correspond with the Field Calendar.
- Recess Periods:** Students do not need to make up time for missing (not being at) field during the periods on the field calendar which designate Fall, Winter or Spring recess specific to field. However, students in some agencies, i.e. school settings may need to take the designated Spring Break of the school system versus that of the University at Buffalo. In order to get the minimum required hours, students often need to exchange the time off from UB with that of the school if they do not coincide. ***It is important to discuss this with the Field Educator at the time of interview.***
- UB Observed Holidays:** If a student’s typical placement day falls on an UB Observed Holiday (the student is typically in field on that day of the week), he or she is not required to be in field on that day; however, the student is required to make up the hours on an alternate day in that semester.
- Students may need to work their field placement hours around their final exams. ***It is important to discuss this with the Field Educator at the time of interview.***
- Please note that the field placement resumes before classroom instruction begins in the Spring semester.
- Be aware of SSW policy related to agency training and potential classroom conflicts: ***“In the rare event that a student is mandated to attend a field placement training that conflicts with a scheduled course, the instructor will consider resulting absences as excused and follow university policy (See UB SSW Student Handbook.) In such instances, students will notify the field education office or their field liaisons about the conflict.***
- All field hours must be completed within the specific semester.

UNIVERSITY AT BUFFALO – SCHOOL OF SOCIAL WORK
Field Education - Internship Calendar for MSW Students

Advanced Year Field Placement

Program Type	Spring Hours Per Week (Minimum Hours) [Ex. Course No. on schedule]	Summer Hours Per Week (Minimum Hours) [Ex. Course No. on schedule]	Total Hours in Field (Spring & Summer)
Advanced Year Field Education Placement <i>Part Time Traditional & Advanced Standing</i>	Field Instruction 3 <i>15 hours per week</i> (255 hours) <i>[Ex. SW 552LEC]</i>	Field Instruction 4 <i>15 hours per week</i> (225 hours) <i>[Ex. SW 553LEC]</i>	480 hours

Field Calendar

Spring 2017	Advanced Year
Spring field begins during the week of	Monday, January 2, 2017
Martin Luther King Day – UB Observed Holiday (no field)	Monday, January 16
Field Education Fair	Thursday, January 19
Learning Contracts due in Taskstream	Friday, January 27
Field Spring Recess Begins (no field for 1 week)	Mon. Mar. 20 to Sun. Mar. 26
Mid-Placement Evaluation due in Taskstream	Friday, April 28
Spring field ends the week ending (Monday – Sunday)	Sunday, May 7
Summer 2017	
Summer field resume during the week of	Monday, May 8
Memorial Day – UB Observed Holiday (no field)	Monday, May 29
Independence Day – UB Observed Holiday (no field)	Tuesday, July 4
Final Evaluation due in Taskstream	Friday, August 11
Please note, the Final Evaluation is due <u>before</u> the end of field. However, students are required to attend field after this to meet their hourly requirement. Failure to comply can result in a change of grade for Field Placement.	
Summer field ends the week ending (Monday – Sunday)	<i>Sunday, August 20</i>

Field Calendar Guidelines

- The actual day of the week that field placement begins/ends is determined by the schedule arranged b/t the student and the agency.
- Students are generally expected to be at their field placement site for a regular/traditional 8-hour day. This is based on 7.5 field hours with a half-hour lunch break that is not counted toward field hours. See example below:
 - 7.5 hours learning at field placement (counted towards field hours)
 - 0.5 hours for lunch break (not counted towards field hours)
 - 8.0 hours day at field site
- The Field Calendar differs from the Academic Calendar. Student schedules for field should correspond with the Field Calendar.
- **Recess Periods:** Students do not need to make up time for missing (not being at) field during the periods on the field calendar which designate Fall, Winter or Spring recess specific to field. However, students in some agencies, i.e. school settings may need to take the designated Spring Break of the school system versus that of the University at Buffalo. In order to get the minimum required hours, students often need to exchange the time off from UB with that of the school if they do not coincide. ***It is important to discuss this with the Field Educator at the time of interview.***
- **UB Observed Holidays:** If a student's typical placement day falls on an UB Observed Holiday (the student is typically in field on that day of the week), he or she is not required to be in field on that day; however, the student is required to make up the hours on an alternate day in that semester.
- Students may need to work their field placement hours around their final exams. ***It is important to discuss this with the Field Educator at the time of interview.***
- Please note that the field placement resumes before classroom instruction begins in the Spring semester.
- Be aware of SSW policy related to agency training and potential classroom conflicts: ***"In the rare event that a student is mandated to attend a field placement training that conflicts with a scheduled course, the instructor will consider resulting absences as excused and follow university policy (See UB SSW Student Handbook.) In such instances, students will notify the field education office or their field liaisons about the conflict.***
- All field hours must be completed within the specific semester.

Please complete for any Program/Site where MSW interns may be placed.

Agency Name _____

Program/Site Name _____

Address _____

City _____ State _____ Zip/Postal Code _____

County _____ Telephone _____ Fax _____

Website _____

Agency Contact (Please identify below the person to contact to arrange field placements.)

Name _____ Title _____

Contact Address (If different than above) _____

Telephone and Extension (If different than above) _____ Fax _____

Email _____

_____ Number of MSW Student Interns this program can take

_____ Number of Licensed MSW Staff at this program

Check all that apply	Semesters & Student Type (field is 15 hrs/wk, see calendar for specific details)
<input type="checkbox"/>	Fall & Spring Foundation (Full or Part Time)
<input type="checkbox"/>	Fall & Spring Advanced or Advanced Standing (Full Time)
<input type="checkbox"/>	Spring & Summer Advanced or Advanced Standing (Part Time)

Area(s) of Practice (Circle or check all that apply)

Administration/Management	Aging	Alcohol/Drugs/Substance Abuse	Child Welfare & Family Systems
Community & Social Systems	Correction/Criminal Justice/Legal Advocacy	Developmental Disabilities	Health/Disabilities
Mental Health	School Social Work		

Please write a sentence or two that describes the primary activities and focus of duties for the MSW intern at this site. **This information is available to MSW Student Interns. Please be as specific as possible. (Use back of page if necessary.)**

___ Check here if you will be the Field Educator

If you are not the Field Educator please complete the Field Educator/Task Supervisor Profile attached.

In addition to students' regular one-hour of individual supervision, are there any training opportunities for students? (i.e. Inservice training, Group supervision)

Please complete the following information about your program. *(Check all that apply)*

Practice Settings Available for MSW Interns at the Program/Site

- | | |
|---|--|
| <input type="checkbox"/> Community Services | <input type="checkbox"/> Nursing Home |
| <input type="checkbox"/> Corrections | <input type="checkbox"/> Outpatient |
| <input type="checkbox"/> Court/Justice System | <input type="checkbox"/> Residential Treatment |
| <input type="checkbox"/> Home-Based Care | |
| <input type="checkbox"/> Hospice | |
| <input type="checkbox"/> Hospital | |
| <input type="checkbox"/> Inpatient | |
| <input type="checkbox"/> School | |
| <input type="checkbox"/> Shelter | |
| <input type="checkbox"/> Other, please specify: _____ | |

Social Work Practice Activities Available for MSW Interns in the Program/Site

- | | |
|--|---|
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Group Work |
| <input type="checkbox"/> Administration | <input type="checkbox"/> Information/Referral |
| <input type="checkbox"/> Alcohol/Drug Treatment Services | <input type="checkbox"/> Intake |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Case Management | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Community Organization | <input type="checkbox"/> Outreach |
| <input type="checkbox"/> Consultation | <input type="checkbox"/> Policy Development |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Preventive Services |
| <input type="checkbox"/> Crisis Intervention | <input type="checkbox"/> Program Development/Needs Assessment |
| <input type="checkbox"/> Developmental Disabilities Services | <input type="checkbox"/> Program Evaluation |
| <input type="checkbox"/> Diagnosis/Psychotherapy | <input type="checkbox"/> Protective Services |
| <input type="checkbox"/> Discharge Planning | <input type="checkbox"/> Psychiatric |
| <input type="checkbox"/> Education/Training | <input type="checkbox"/> Research |
| <input type="checkbox"/> Grants | <input type="checkbox"/> Resource Procurement |
| <input type="checkbox"/> Grief and loss | <input type="checkbox"/> Treatment Planning |
| | <input type="checkbox"/> Other, please specify: _____ |

Client Populations which MSW Interns will have an opportunity to work with

(Check all that apply)

- | | | | |
|--------------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Adolescents | <input type="checkbox"/> Adults | <input type="checkbox"/> Children | <input type="checkbox"/> Couples |
| <input type="checkbox"/> Families | <input type="checkbox"/> Females | <input type="checkbox"/> LGBT | <input type="checkbox"/> Males |

- Multi Cultural Older Adults Organizations/Community
 Veterans

Ethnicity of Client Population within the Program/Site

(Please supply approximate percentages.)

_____ % Caucasian (Non-Hispanic) _____ % Native American
 _____ % African American (Non-Hispanic) _____ % Asian/Pacific Islander
 _____ % Hispanic/Latino _____ % Other *Specify:* _____

This program/site:

Can accommodate students who will need evening hours? Yes No

Can accommodate students who will need weekend hours? Yes No

What hours *(include evenings/weekends if applicable)* are regularly available for Student Placements?

Monday	_____	Friday	_____
Tuesday	_____	Saturday	_____
Wednesday	_____	Sunday	_____
Thursday	_____		

Will student(s) be required to attend agency training (including Specialized Software Training) **prior** to the normal start date of placement as specified by the School of Social Work?

Yes No If yes, please specify dates and length of training. Please be specific.

Are there any specific hours that a student **must** be present at the placement? (i.e. staff meetings)

Yes No If yes, what days and/or hours are required. Please be specific.

Is wheelchair accessible? Yes No

Is field site on a bus route? Yes No

Is a vehicle necessary for travel as part of the placement requirements? Yes No

** Due to liability issues, students are not allowed to transport clients.*

Is there a fee for parking at or near the agency? Yes Fee Amount: _____

No, free parking available

Reimburses mileage for agency related activities? Yes No

Does the agency have a policy that may restrict accepting an MSW intern (i.e. intern who has received service from agency, no smoking policy, etc.)? Yes No

If yes, please specify: _____

Requires special health screening and/or any other specific requirements besides PPD in past year?

Yes No

If yes, please specify: _____

Has potential for student stipends? Yes No

Criteria: _____

Prefers a student who is bilingual? Yes What language? _____ No

APPENDIX A

LICENSURE STATUS

Name of Agency Site for Placement:

- **Beginning Fall 2006 all Field Educators in New York State supervising MSW interns will be required to be a NYS Licensed Social Worker:** either Licensed Masters Social Worker (LMSW) or Licensed Clinical Social Worker (LCSW) **unless they are employed at an agency that is exempt according to NYS law.**

- **An exempt agency** is one that has an operating certificate from any of the following agencies: NYS Office of Mental Health, NYS Office of Mental Retardation and Developmental Disabilities, NYS Office of Children and Family Services or NYS Office of Alcoholism and Substance Abuse Services.

Please check any that are appropriate: The above stated placement site has an operating certificate issued by:

- NYS Office of Alcoholism and Substance Abuse Services (OASAS)

- NYS Office of Mental Health (OMH)

- NYS Office of People With Developmental Disabilities (OPWDD)

- NYS Office of Children and Family Services (OCFS)

- This agency is not operated, regulated or licensed by any of the above state agencies.

Please submit a copy of your agency's operating certificate with this form.

Return Forms to:

UB School of Social Work, Field Education Department,
685 Baldy Hall, Buffalo, NY 14260-1050
Or Fax (716) 645-3157

Affiliation Agreement
Instructions for Non-Hospital/Hospital

In order to have student interns at your agency, the enclosed State University of New York Affiliation Agreement needs to be signed and returned to the Field Education Office.

Please read the instructions for completing an Affiliation Agreement:

- 1) Original signatures are required for full execution of this document.
- 2) Page 1, top of agreement:
 - Agency/Hospital Name (name will appear on Certificate of Insurance)
 - Full Mailing Address of Principal Office of Agency/Hospital
- 3) Page 4, item 16 – leave blank.
- 4) Page 5, item 17 “To the Affiliate/Hospital”:
 - Name of person to receive signed copy of agreement once all signatures are obtained
 - Agency/Hospital Name and mailing address
- 5) Page 5, Signature “Affiliate/Hospital”
 - Signature and date
 - Print name and title
- 6) Please print single sided.

Once the Affiliation Agreement is returned to the Field Education Office and signed by all parties, a copy of the agreement will be returned to the agency (to the attention of the person stated in Step 4). If you have any questions about the process, please feel free to contact us.

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

PRINT SINGLE SIDED ONLY

AFFILIATION AGREEMENT BETWEEN

AND

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

This Agreement is made by and between _____ including
all affiliated sites , with its principal office located at _____

_____ (hereinafter referred to as "Affiliate") and The State University of New York, an educational corporation organized and existing under the laws of the State of New York, and having its principal place of business located at University Plaza, Albany, New York 12246, for and on behalf of the Campus located at University at Buffalo, The State University of New York (hereinafter referred to as "University").

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

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

NOW, THEREFORE, it is agreed that:

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

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

5. Students and faculty members shall respect the confidential nature of all information that they have access to in accordance with the policies and procedures of the University and the Affiliate. The University and Affiliate acknowledge that students and faculty may use patients' personal health information for educational purposes at the Affiliate and as permitted by HIPAA. Information removed from the Affiliate for educational use must be appropriately de-identified as that term is defined in 164.514. Information removed for other purposes as permitted by HIPAA must be removed in a manner approved in writing by the Hospital prior to removal. Identifiable information removed as permitted by HIPAA may not be used beyond the original purpose unless appropriately de-identified as that term is defined in 45 CFR 164.514. Identifiable information as removed by HIPAA must be destroyed or rendered de-identifiable as soon as practicable once the original purpose for the removal has been satisfied.
6. The Affiliate may terminate any student's or faculty member's assignment from the Affiliate when a student or faculty member is unacceptable to the Affiliate for reasons of health, performance, or for other reasons which, in the Affiliate's reasonable judgment and to the extent allowed by law, cause the continued presence of such student or faculty member at the Affiliate not to be in the best interest of the Affiliate. Any such action will be reported by the Affiliate to the University orally and in writing.

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7. The Affiliate, as it deems necessary and proper, shall make available for student experience classrooms and other facilities, including equipment and supplies, libraries, and cafeteria facilities, consistent with its current policies in regard to availability. The Affiliate shall also provide orientation for the College faculty and students.
8. The Affiliate shall have no responsibility for the transportation of faculty or students.
9. Except as set forth in Paragraph 4 of this Agreement, students and faculty members shall not be deemed to be employees, servants or agents of the Affiliate, but shall be considered invitees. Neither party shall pay the other any compensation or benefits pursuant to this Agreement. The parties acknowledge that the Affiliate is not providing any insurance, professional or otherwise, covering any students or faculty members.
10. The University agrees that it shall secure Workers' Compensation Insurance for the benefit of all faculty and other University employees required to be insured by Workers' Compensation Law, and shall maintain such coverage throughout the duration of this Agreement. For the purposes of Workers' Compensation Law, no student or faculty member is to be considered an employee, servant or agent of the Affiliate.
11. Subject to the availability of lawful appropriations and consistent with the New York State Court of Claims Act, University shall hold the Affiliate harmless from and indemnify it for any final judgment of a court of competent jurisdiction for the University's failure to perform its obligations hereunder or to the extent attributable to the negligence of the University or of its officers or employees when acting within the course and scope of this Agreement.
12. The Affiliate shall fully indemnify, defend and save the University, its officers, employees and agents harmless, without limitation, from and against any and all damages, expenses (including reasonable attorney's fees), claims, judgments, liabilities, losses, awards, and costs which may finally be assessed against the University in any action for or arising out of or related to this Agreement. The State of New York reserves the right to join in any such claim, demand or suit, at its sole expense, when it determines there is an issue involving a significant public interest.

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13. University shall maintain during the term of this Agreement general and professional liability insurance, in amounts not less than \$3,000,000 for bodily injury and property damage combined single limit; and the Affiliate is to be additionally named insured under such liability policy or policies. The persons insured under such policy or policies shall be the students of The State University of New York with respect to liability arising out of their participation in the program carried out under this Agreement. The University's faculty members are covered by the defense and indemnification provisions of Section 17 of the New York Public Officers Law with respect to liability arising out of their participation in the clinical program carried out under this Agreement. The University agrees to notify the Affiliate in writing no less than ten (10) days written notice prior to the cancellation, modification or non-renewal of any insurance coverage. Notwithstanding the foregoing, the Affiliate shall remain liable for direct damages resulting from its negligence.
14. It is mutually agreed that neither party shall discriminate against any student, faculty member, or employee based upon color, religion, sex, sexual orientation, national origin, age, veteran status and/or handicap.
15. The provisions of **Exhibit A**, The State University of New York Standard Contract Clauses, attached hereto, are hereby incorporated into this Agreement and made part hereof. The laws of the State of New York will govern this Agreement, without regard for New York's choice of law statute. This Agreement contains the entire understanding of the parties with respect to the matters contained herein. In the event of any conflict between the terms and conditions set forth in this Agreement, the following order of precedence shall apply: (1) Exhibit A; (2) this Agreement.
16. The effective date of this Agreement shall be _____ and shall continue in full force and effect until terminated as set forth in this paragraph. This Agreement may be terminated by either party upon ninety (90) days written notice to the other, provided, however, that no such termination shall take effect until the students already placed in the program have completed their scheduled clinical training.

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17. For purposes of written notification:

To the UNIVERSITY

University at Buffalo
The State University of New York
Attn: Office of the Vice President for Health Sciences
3435 Main Street, 155 BEB
Buffalo, New York 14214

To the Affiliate

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

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

By: _____
Michael E. Cain, MD
Vice President for Health Sciences

Date

By: _____
Name: **Nancy J. Smyth, PhD, LCSW**
Dean, School of Social Work

Date

AFFILIATE

By: _____
Name: _____
Title: _____

Date

EXHIBIT A

The parties to the attached contract, license, lease, amendment or other agreement of any kind (hereinafter, "contract") agree to be bound by the following clauses which are hereby made a part of the contract (the word "Contractor" herein refers to any party other than the State, whether a Contractor, licensor, licensee, lessor, lessee or any other party):

1. EXECUTORY CLAUSE. In accordance with Section 41 of the State Finance Law, the State shall have no liability under this contract to the Contractor or to anyone else beyond funds appropriated and available for this contract.

2. PROHIBITION AGAINST ASSIGNMENT

Except for the assignment of its right to receive payments subject to Article 5-A of the State Finance Law, the Contractor selected to perform the services herein are prohibited in accordance with Section 138 of the State Finance Law from assigning, transferring, conveying, subletting or otherwise disposing of its rights, title or interest in the contract without the prior written consent of SUNY and attempts to do so are null and void. Notwithstanding the foregoing, SUNY may, with the concurrence of the New York Office of State Comptroller, waive prior written consent of the assignment, transfer, conveyance, sublease or other disposition of a contract let pursuant to Article XI of the State Finance Law if the assignment, transfer, conveyance, sublease or other disposition is due to a reorganization, merger or consolidation of Contractor's its business entity or enterprise and Contractor so certifies to SUNY. SUNY retains the right, as provided in Section 138 of the State Finance Law, to accept or reject an assignment, transfer, conveyance, sublease or other disposition of the contract, and to require that any Contractor demonstrate its responsibility to do business with SUNY.

3. COMPTROLLER'S APPROVAL.

(a) In accordance with Section 112 of the State Finance Law, Section 355 of New York State Education Law, and 8 NYCRR 316, Comptroller's approval is not required for the following contracts: (i) materials; (ii) equipment and supplies, including computer equipment; (iii) motor vehicles; (iv) construction; (v) construction-related services; (vi) printing; and (vii) goods for State University health care facilities, including contracts for goods made with joint or group purchasing arrangements.

(b) Comptroller's approval is required for the following contracts: (i) contracts for services not listed in Paragraph (3)(a) above made by a State University campus or health care facility certified by the Vice Chancellor and Chief Financial Officer, if the contract value exceeds \$250,000; (ii) contracts for services not listed in Paragraph (3)(a) above made by a State University campus not certified by the Vice Chancellor and Chief Financial Officer, if the contract value exceeds \$50,000; (iii) contracts for services not listed in Paragraph (3)(a) above made by health care facilities not certified by the Vice Chancellor and Chief Financial Officer, if the contract value exceeds \$75,000; (iv) contracts whereby the State University agrees to give something other than money, when the value or reasonably estimated value of such consideration exceeds \$10,000; (v) contracts for real property transactions if the contract value exceeds \$50,000; (vi) all other contracts not listed in Paragraph 3(a) above, if the contract value exceeds \$50,000, e.g. SUNY acquisition of a business and New York State Finance Article 11-B contracts and (vii) amendments for any amount to contracts not listed in Paragraph (3)(a) above, when as so amended, the contract exceeds the threshold amounts stated in Paragraph (b) herein. However, such pre-approval shall not be required for any contract established as a centralized contract through the Office of General Services or for a purchase order or other transaction issued under such centralized contract.

(c) Any contract that requires Comptroller approval shall not be valid, effective or binding upon the State University until it has been approved by the Comptroller and filed in the Comptroller's office.

4. WORKERS' COMPENSATION BENEFITS. In accordance with Section 142 of the State Finance Law, this contract shall be void and of no force and effect unless the Contractor shall provide and maintain coverage during the life of this contract for the benefit of such employees as are required to be covered by the provisions of the Workers' Compensation Law.

5. NON-DISCRIMINATION REQUIREMENTS.

To the extent required by Article 15 of the Executive Law (also known as the Human Rights Law) and all other State and Federal statutory and constitutional non-discrimination provisions, the Contractor will not discriminate against any employee or applicant for employment because of race, creed, color, sex, (including gender identity or expression), national origin, sexual orientation, military status, age, disability, predisposing genetic characteristics, marital status or domestic violence victim status. Furthermore, in accordance with Section 220-e of the Labor Law, if this is a contract for the construction, alteration or repair of any public building or public work or for the manufacture, sale or distribution of materials, equipment or supplies, and to the extent that this contract shall be performed within the State of New York, Contractor agrees that neither it nor its subcontractors shall, by reason of race, creed, color, disability, sex, or national origin: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. If this is a building service contract as defined in Section 230 of the Labor Law, then, in accordance with Section 239 thereof, Contractor agrees that neither it nor its subcontractors shall by reason of race, creed, color, national origin, age, sex or disability: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. Contractor is subject to fines of \$50.00 per person per day for any violation of Section 220-e or Section 239 as well as possible termination of this contract and forfeiture of all moneys due hereunder for a second or subsequent violation

6. WAGE AND HOURS PROVISIONS.

If this is a public work contract covered by Article 8 of the Labor Law or a building service contract covered by Article 9 thereof, neither Contractor's employees nor the employees of its subcontractors may be required or permitted to work more than the number of hours or days stated in said statutes, except as otherwise provided in the Labor Law and as set forth in prevailing wage and supplement schedules issued by the State Labor Department. Furthermore, Contractor and its subcontractors must pay at least the prevailing wage rate and pay or provide the prevailing supplements, including the premium rates for overtime pay, as determined by the State Labor Department in accordance with the Labor Law. Additionally, effective April 28, 2008, if this is a public work contract covered by Article 8 of the Labor Law, the Contractor understands and agrees that the filing of payrolls in a manner consistent with Subdivision 3-a of Section 220 of the Labor Law shall be a condition precedent to payment by

SUNY of any SUNY-approved sums due and owing for work done upon the project.

7. NON-COLLUSIVE BIDDING CERTIFICATION.

In accordance with Section 139-d of the State Finance Law, if this contract was awarded based on the submission of competitive bids, Contractor affirms, under penalty of perjury, and each person signing on behalf of Contractor, and in the case of a joint bid each party thereto certifies as to its own organization, under penalty of perjury, that to the best of its knowledge and belief that its bid was arrived at independently and without collusion aimed at restricting competition. Contractor further affirms that, at the time Contractor submitted its bid, an authorized and responsible person executed and delivered it to SUNY a non-collusive bidding certification on Contractor's behalf.

8. INTERNATIONAL BOYCOTT PROHIBITION.

In accordance with Section 220-f of the Labor Law and Section 139-h of the State Finance Law, if this contract exceeds \$5,000, the Contractor agrees, as a material condition of the contract, that neither the Contractor nor any substantially owned or affiliated person, firm, partnership or corporation has participated, is participating, or shall participate in an international boycott in violation of the federal Export Administration Act of 1979 (50 USC App. Sections 2401 *et seq.*) or regulations thereunder. If such Contractor, or any of the aforesaid affiliates of Contractor, is convicted or is otherwise found to have violated said laws or regulations upon the final determination of the United States Commerce Department or any other appropriate agency of the United States subsequent to the contract's execution, such contract, amendment or modification thereto shall be rendered forfeit and void. The Contractor shall so notify the State Comptroller within five (5) business days of such conviction, determination or disposition of appeal (2 NYCRR 105.4).

9. SET-OFF RIGHTS.

The State shall have all of its common law, equitable and statutory rights of set-off. These rights shall include, but not be limited to, the State's option to withhold for the purposes of set-off any moneys due to the Contractor under this contract up to any amounts due and owing to the State with regard to this contract, any other contract with any State department or agency, including any contract for a term commencing prior to the term of this contract, plus any amounts due and owing to the State for any other reason including, without limitation, tax delinquencies or monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State, its representatives, or the State Comptroller.

10. RECORDS.

The Contractor shall establish and maintain complete and accurate books, records, documents, accounts and other evidence directly pertinent to performance under this contract (hereinafter, collectively, "the Records"). The Records must be kept for the balance of the calendar year in which they were made and for six (6) additional years thereafter. The State Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as SUNY and its representatives and entities involved in this contract, shall have access to the Records during normal business hours at an office of the Contractor within the State of New York or, if no such office is available,

at a mutually agreeable and reasonable venue within the State, for the term specified above for the purposes of inspection, auditing and copying. SUNY shall take reasonable steps to protect from public disclosure any of the Records which are exempt from disclosure under Section 87 of the Public Officers Law (the "Statute") provided that: (i) the Contractor shall timely inform an appropriate SUNY official, in writing, that said Records should not be disclosed; and (ii) said Records shall be sufficiently identified; and (iii) designation of said Records as exempt under the Statute is reasonable. Nothing contained herein shall diminish, or in any way adversely affect, SUNY's or the State's right to discovery in any pending or future litigation.

11. IDENTIFYING INFORMATION AND PRIVACY NOTIFICATION.

Identification Number(s). Every invoice or New York State Claim for Payment submitted to the State University of New York by a payee, for payment for the sale of goods or services or for transactions (e.g., leases, easements, licenses, etc.) related to real or personal property must include the payee's identification number. The number is any or all of the following: (i) the payee's Federal employer identification number, (ii) the payee's Federal social security number, and/or (iii) the payee's Vendor Identification Number assigned by the Statewide Financial System. Failure to include such number or numbers may delay payment. Where the payee does not have such number or numbers, the payee, on its invoice or Claim for Payment, must give the reason or reasons why the payee does not have such number or numbers.

(b) Privacy Notification. (1) The authority to request the above personal information from a seller of goods or services or a lessor of real or personal property, and the authority to maintain such information, is found in Section 5 of the State Tax Law. Disclosure of this information by the seller or lessor to the State University of New York is mandatory. The principal purpose for which the information is collected is to enable the State to identify individuals, businesses and others who have been delinquent in filing tax returns or may have understated their tax liabilities and to generally identify persons affected by the taxes administered by the Commissioner of Taxation and Finance. The information will be used for tax administration purposes and for any other purpose authorized by law. (2) The personal information is requested by the purchasing unit of the State University of New York contracting to purchase the goods or services or lease the real or personal property covered by this contract or lease. The information is maintained in the Statewide Financial System by the Vendor Management Unit within the Bureau of State Expenditures, Office of the State Comptroller, 110 State Street, Albany, New York 12236.

12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN.

(a) In accordance with Section 312 of the Executive Law and 5 NYCRR 143, if this contract is: (i) a written agreement or purchase order instrument, providing for a total expenditure in excess of \$25,000.00, whereby a contracting agency is committed to expend or does expend funds in return for labor, services, supplies, equipment, materials or any combination of the foregoing, to be performed for, or rendered or furnished to the contracting agency; or (ii) a written agreement in excess of \$100,000.00 whereby a contracting agency is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon; or (iii) a written agreement in excess of \$100,000.00 whereby the owner of a State assisted housing project is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon for such project, then the following shall apply and by signing this agreement the Contractor certifies and affirms that it is Contractor's equal employment

opportunity policy that:

(1) The Contractor will not discriminate against employees or applicants for employment because of race, creed, color, national origin, sex, age, disability or marital status, and will undertake or continue existing programs of affirmative action to ensure that minority group members and women are afforded equal employment opportunities without discrimination. Affirmative action shall mean recruitment, employment, job assignment, promotion, upgradings, demotion, transfer, layoff, or termination and rates of pay or other forms of compensation;

(2) at SUNY's request, Contractor shall request each employment agency, labor union, or authorized representative of workers with which it has a collective bargaining or other agreement or understanding, to furnish a written statement that such employment agency, labor union or representative will not discriminate on the basis of race, creed, color, national origin, sex, age, disability or marital status and that such union or representative will affirmatively cooperate in the implementation of the Contractor's obligations herein; and

(3) Contractor shall state, in all solicitations or advertisements for employees, that, in the performance of the State contract, all qualified applicants will be afforded equal employment opportunities without discrimination because of race, creed, color, national origin, sex, age, disability or marital status.

(b) Contractor will include the provisions of "1", "2" and "3", above, in every subcontract over \$25,000.00 for the construction, demolition, replacement, major repair, renovation, planning or design of real property and improvements thereon (the "Work") except where the Work is for the beneficial use of the Contractor. Section 312 does not apply to: (i) work, goods or services unrelated to this contract; or (ii) employment outside New York State. The State shall consider compliance by a Contractor or sub-contractor with the requirements of any federal law concerning equal employment opportunity which effectuates the purpose of this section. SUNY shall determine whether the imposition of the requirements of the provisions hereof duplicate or conflict with any such federal law and if such duplication or conflict exists, SUNY shall waive the applicability of Section 312 to the extent of such duplication or conflict. Contractor will comply with all duly promulgated and lawful rules and regulations of the Department of Economic Development's Division of Minority and Women's Business Development pertaining hereto.

13. **CONFLICTING TERMS.** In the event of a conflict between the terms of the contract (including any and all attachments thereto and amendments thereof) and the terms of this Exhibit A, the terms of this Exhibit A shall control.

14. **GOVERNING LAW.** This contract shall be governed by the laws of the State of New York except where the Federal supremacy clause requires otherwise.

15. **LATE PAYMENT.** Timeliness of payment and any interest to be paid to Contractor for late payment shall be governed by Article 11-A of the State Finance Law to the extent required by law.

16. **NO ARBITRATION.** Disputes involving this contract, including the breach or alleged breach thereof, may not be submitted to binding arbitration (except where statutorily authorized) but must, instead, be heard in a court of competent jurisdiction of the State of New York.

17. **SERVICE OF PROCESS.** In addition to the methods of service allowed by the State Civil Practice Law & Rules ("CPLR"), Contractor hereby consents to service of process upon it by registered or certified mail, return receipt requested. Service hereunder shall be complete upon Contractor's actual receipt of process or upon the State's receipt of the return thereof by the United States Postal Service as refused or undeliverable. Contractor must promptly notify

the State, in writing, of each and every change of address to which service of process can be made. Service by the State to the last known address shall be sufficient. Contractor will have thirty (30) calendar days after service hereunder is complete in which to respond.

18. PROHIBITION ON PURCHASE OF TROPICAL HARDWOODS.

The Contractor certifies and warrants that all wood products to be used under this contract award will be in accordance with, but not limited to, the specifications and provisions of State Finance Law §165 (Use of Tropical Hardwoods), which prohibits purchase and use of tropical hardwoods, unless specifically exempted, by the State or any governmental agency or political subdivision or public benefit corporation. Qualification for an exemption under this law will be the responsibility of the contractor to establish to meet with the approval of the State. In addition, when any portion of this contract involving the use of woods, whether supply or installation, is to be performed by any subcontractor, the prime Contractor will indicate and certify in the submitted bid proposal that the subcontractor has been informed and is in compliance with specifications and provisions regarding use of tropical hardwoods as detailed in Section 165 of the State Finance Law. Any such use must meet with the approval of the State, otherwise, the bid may not be considered responsive. Under bidder certification, proof of qualification for exemption will be the responsibility of the Contractor to meet with the approval of the State.

19. MacBRIDE FAIR EMPLOYMENT PRINCIPLES.

In accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor hereby stipulates that Contractor and any individual or legal entity in which the Contractor holds a ten percent or greater ownership interest and any individual or legal entity that holds a ten percent or greater ownership interest in the Contractor either (a) have no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165(5) of the State Finance Law), and shall permit independent monitoring of compliance with such principles.

20. OMNIBUS PROCUREMENT ACT OF 1992.

It is the policy of New York State to maximize opportunities for the participation of New York State business enterprises, including minority and women-owned business enterprises as bidders, subcontractors and suppliers on its procurement contracts.

Information on the availability of New York State subcontractors and suppliers is available from:

NYS Department of Economic Development
Division for Small Business
30 South Pearl St., 7th Floor
Albany, NY 12245
Tel: 518-292-5100
Fax: 518-292-5884
email: opa@esd.ny.gov

A directory of certified minority and women-owned business enterprises is available from:

NYS Department of Economic Development
Division of Minority and Women's Business Development
633 Third Avenue
New York, NY 10017
212-803-2414

email: mwb certification@esd.ny.gov
<https://ny.newnycontracts.com/FrontEnd/VendorSearchPublic.asp>

The Omnibus Procurement Act of 1992 requires that by signing this bid proposal or contract, as applicable, Contractors certify that whenever the total bid amount is greater than \$1 million:

(a) The Contractor has made reasonable

efforts to encourage the participation of New York State Business Enterprises as suppliers and subcontractors, including certified minority and women-owned business enterprises, on this project, and has retained the documentation of these efforts to be provided upon request to SUNY;

(b) The Contractor has complied with the Federal Equal Employment Opportunity Act of 1972 (P.L. 92-261), as amended;

(c) The Contractor agrees to make reasonable efforts to provide notification to New York State residents of employment opportunities on this project through listing any such positions with the Job Search Division of the New York State Department of Labor, or providing such notification in such manner as is consistent with existing collective bargaining contracts or agreements. The contractor agrees to document these efforts and to provide said documentation to the State upon request; and

(d) The Contractor acknowledges notice that SUNY may seek to obtain offset credits from foreign countries as a result of this contract and agrees to cooperate with SUNY in these efforts.

21. RECIPROCITY AND SANCTIONS

PROVISIONS. Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act of 1994 and 2000 amendments (Chapter 684 and Chapter 383, respectively) require that they be denied contracts which they would otherwise obtain. Contact the NYS Department of Economic Development, Division for Small Business, 30 South Pearl Street, Albany, New York 12245, for a current list of jurisdictions subject to this provision.

22. COMPLIANCE WITH NEW YORK STATE INFORMATION SECURITY BREACH AND NOTIFICATION ACT. Contractor shall comply with the provisions of the New York State Information Security Breach and Notification Act (General Business Law Section 899-aa; State Technology Law Section 208).

23. COMPLIANCE WITH CONSULTANT DISCLOSURE LAW If this is a contract for consulting services, defined for purposes of this

requirement to include analysis, evaluation, research, training, data processing, computer programming, engineering, environmental health and mental health services, accounting, auditing, paralegal, legal or similar services, then in accordance with Section 163(4-g) of the State Finance Law, the Contractor shall timely, accurately and properly comply with the requirement to submit an annual employment report for the contract to SUNY, the Department of Civil Service and the State Comptroller.

24. PURCHASES OF APPAREL AND SPORTS EQUIPMENT. In accordance with State Finance Law Section 165(7), SUNY may determine that a bidder on a contract for the purchase of apparel or sports equipment is not a responsible bidder as defined in State Finance Law Section 163 based on (a) the labor standards applicable to the manufacture of the apparel or sports equipment, including employee compensation, working conditions, employee rights to form unions and the use of child labor; or (b) bidder's failure to provide information sufficient for SUNY to determine the labor conditions applicable to the manufacture of the apparel or sports equipment.

25. PROCUREMENT LOBBYING. To the extent this agreement is a "procurement contract" as defined by State Finance Law Sections 139-j and 139-k, by signing this agreement the contractor certifies and affirms that all disclosures made in accordance with State Finance Law Sections 139-j and 139-k are complete, true and accurate. In the event such certification is found to be intentionally false or intentionally incomplete, the State may terminate the agreement by providing written notification to the Contractor in accordance with the terms of the agreement.

26. CERTIFICATION OF REGISTRATION TO COLLECT SALES AND COMPENSATING USE TAX BY CERTAIN STATE CONTRACTORS, AFFILIATES AND SUBCONTRACTORS. To the extent this agreement is a contract as defined by Tax Law Section 5-a, if the Contractor fails to make the certification required by Tax Law Section 5-a or if during the term of the contract, the Department of Taxation and Finance or SUNY discovers that the certification, made under penalty of perjury, is false, then such failure to file or false certification shall be a material breach of this contract and this contract may be terminated,

by providing written notification to the Contractor in accordance with the terms of the agreement, if SUNY determines that such action is in the best interests of the State.

27. IRAN DIVESTMENT ACT. By entering into this Agreement, Contractor certifies in accordance with State Finance Law §165-a that it is not on the "Entities Determined to be Non-Responsive Bidders/Offerers pursuant to the New York State Iran Divestment Act of 2012" ("Prohibited Entities List") posted at: <http://www.ogs.ny.gov/about/regqs/docs/ListofEntities.pdf>

Contractor further certifies that it will not utilize on this Contract any subcontractor that is identified on the Prohibited Entities List. Contractor agrees that should it seek to renew or extend this Contract, it must provide the same certification at the time the Contract is renewed or extended. Contractor also agrees that any proposed Assignee of this Contract will be required to certify that it is not on the Prohibited Entities List before the contract assignment will be approved by the State.

During the term of the Contract, should the state agency receive information that a person (as defined in State Finance Law §165-a) is in violation of the above-referenced certifications, the state agency will review such information and offer the person an opportunity to respond. If the person fails to demonstrate that it has ceased its engagement in the investment activity which is in violation of the Act within 90 days after the determination of such violation, then the state agency shall take such action as may be appropriate and provided for by law, rule, or contract, including, but not limited to, imposing sanctions, seeking compliance, recovering damages, or declaring the Contractor in default.

The state agency reserves the right to reject any bid, request for assignment, renewal or extension for an entity that appears on the Prohibited Entities List prior to the award, assignment, renewal or extension of a contract, and to pursue a responsibility review with respect to any entity that is awarded a contract and appears on the Prohibited Entities list after contract award.

THE FOLLOWING PROVISIONS SHALL APPLY ONLY TO THOSE CONTRACTS TO WHICH A HOSPITAL OR OTHER HEALTH SERVICE FACILITY IS A PARTY

27. Notwithstanding any other provision in this contract, the hospital or other health service facility remains responsible for insuring that any service provided pursuant to this contract complies with all pertinent provisions of Federal, state and local statutes, rules and regulations. In the foregoing sentence, the word "service" shall be construed to refer to the health care service rendered by the hospital or other health service facility.

28. (a) In accordance with the 1980 Omnibus Reconciliation Act (Public Law 96-499), Contractor hereby agrees that until the expiration of four years after the furnishing of services under this agreement, Contractor shall make available upon written request to the Secretary of Health and Human Services, or upon request, to the Comptroller General of the United States or any of their duly authorized representatives, copies of this contract, books, documents and records of the Contractor that are necessary to certify the nature and extent of the costs hereunder.

(b) If Contractor carries out any of the duties of the contract hereunder, through a subcontract having a value or cost of \$10,000 or more over a twelve-month period, such subcontract shall contain a clause to the effect that, until the expiration of four years after the furnishing of such services pursuant to such subcontract, the subcontractor shall make available upon written request to the Secretary of Health and Human Services or upon request to the Comptroller General of the United States, or any of their duly authorized representatives, copies of the subcontract and books, documents and records of the subcontractor that are necessary to verify the nature and extent of the costs of such subcontract.

(c) The provisions of this section shall apply only to such contracts as are within the definition established by the Health Care Financing Administration, as may be amended or modified from time to time.

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

Fall 2013 – Spring 2014

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

Course Description

Three credit hours are required for the first semester and four credit hours for the second semester for students in their foundation year placement in the MSW program. A minimum of 420 clock hours are required to complete Field I & II, including 180 hours in the first semester and 240 hours in the second semester. Field I & II are completed as the Foundation Year Field Placement. Both semesters must be successfully completed consecutively in order to get credit for the Advanced Year Field Placement.

Co-requisites

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

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

Course Objectives

Objectives 1-6 are connected to the foundation field placement setting.

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

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

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

Practice Behaviors/ Expected Outcomes

- a) Identify personal biases and values and their impact on one's practice with diverse client systems
- b) Engage in practices that advance social and economic justice, and human rights
- c) Recognize the role of trauma-informed care in the promotion of human rights
- d) View oneself as a learner and engage others as expert informants

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

Practice Behaviors/ Expected Outcomes

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

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

Practice Behaviors/ Expected Outcomes:

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

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

Practice Behaviors/ Expected Outcomes:

- a) Use practice experience to inform research
- b) Engage in research to advance social work practice, the social work profession, and universal human rights
- c) Identify approaches to evaluate practice and programs
- d) Demonstrate knowledge about qualitative and quantitative research
- e) Articulate how research findings can improve practice, policy and trauma informed social service delivery.

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

Practice Behaviors / Expected Outcomes

Assessment

- a) Identify and utilize means of organizing information
- b) Collect, organize, and interpret client data
- c) Assess client systems' strengths and challenges
- d) Select appropriate intervention strategies

Intervention

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

Evaluation

- j) Effectively maintain documentation in accordance with agency/organization's standards critically analyze, monitor and evaluate interventions

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

Feb 2014

Master Syllabus
SW 552 & 553

Field III and IV
Advanced Year Field Education Placement

Course Description:

Three credit hours are required for the first semester and four credit hours for the second semester for students in their advanced year placement in the MSW program. A minimum of 480 clock hours are required to complete Field III & IV including 240 hours in the first semester and 240 hours in the second semester. Field III & IV are completed as the Advanced Year Field Placement. Both semesters must be successfully completed consecutively in order to get credit for the Advanced Year Field Placement.

Course Objectives:

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

The student will:

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

Practice Behaviors/ Expected Outcomes

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

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

Practice Behaviors/ Expected Outcomes

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

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

Practice Behaviors/ Expected Outcomes

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

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

Practice Behaviors/ Expected Outcomes:

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

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

Practice Behaviors/ Expected Outcomes:

- Evaluate practice and programs and use findings to strengthen these
- Employ an evidence-based process to practice, policy, and trauma-informed service delivery

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

Practice Behaviors / Expected Outcomes

Assessment

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

Intervention

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

Evaluation

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

7. Additional specific fieldwork site learning experiences not covered elsewhere in this agreement. Given the field site, what other activities do you want to perform to enhance your professional development?

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8/23/2016

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