



University at Buffalo

Office of Field Education

School of Social Work

**UB Non Clinical Affiliation Agreement
Affiliation Agreement Instructions**

Thank you for taking the time to process the following Affiliation Agreement. An agreement should be in place prior to the start of field for the MSW Student.

Please read the instructions for completing the Affiliation Agreement:

- 1) Once the agreement is fully executed (signed by all parties) an electronic copy will be emailed to the contact specified in the agreement along with a certificate of insurance.
- 2) Page 1, top of agreement:
 - Agency Name (name will appear on Certificate of Insurance)
 - Full Mailing Address of Principal Office of Agency
- 3) Page 4, item 17 – leave blank.
- 4) Page 5, item 18 “To the Affiliate”:
 - Contact information for the person to receive the electronic the agreement once all signatures are obtained
- 5) Page 5, Signature “Affiliate”
 - Signature and date
 - Print name and title
- 6) Please mail or email the signed copy using the contact information below.

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

**AFFILIATION AGREEMENT
BETWEEN**

(Affiliate name to appear on certificate of insurance)

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 **UNIVERSITY AT BUFFALO, THE STATE UNIVERSITY OF NEW YORK**, located in Buffalo, 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. 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 hereto and made a part hereof as **Exhibit A** 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 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. 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. Affiliate acknowledges that the University is a public entity and that Affiliate's proprietary information may be subject to disclosure pursuant to New York State Public Officers Law or other applicable law. The University is an agency of the State of New York, and as such, any and all agreements to which the University is a party are considered public record and subject to disclosure under the New York State Freedom of Information Law ("FOIL").

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.

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 University 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 indemnify and hold harmless the University, its officers, employees and agents from and against any and all damages, claims, losses and/or expenses (including reasonable attorney's fees) which may finally be assessed against the University in any action arising out of the acts or omissions of the Host under 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.

13. University shall maintain during the term of this Agreement 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 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 on the basis of race, color, national origin, religion, creed, age, disability, sex, gender identity, gender expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence

victim status, or criminal conviction.

15. In accordance with the provisions of the Family Educational Rights and Privacy Act (“FERPA”), in order for the University to share information about the student from the student’s educational records, the Affiliate must agree not to disclose the information to a third party without the student’s consent, and to use the information only for the purposes for which it was disclosed.

16. This agreement shall be governed by the laws of the State of New York without regard to conflict of law provisions. Any dispute arising under this Agreement shall be resolved in a court of competent jurisdiction in the State of New York. This Agreement contains the entire understanding of the parties with respect to the matters contained herein.

17. 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.

18. For purposes of written notification:

To the UNIVERSITY
University at Buffalo, State University of New York
Attn: Office of the Vice President for Health Sciences
955 Main Street, Suite 6190
Buffalo, New York 14203

To the Affiliate (Name of person to receive fully executed copy of agreement)

Contact Name _____
Phone (_____) _____ - _____
Email _____
Affiliate Name _____
Street Address _____
City, State and Zip _____

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 Date
Vice President for Health Sciences and
Dean, Jacobs School of Medicine and
Biomedical Sciences

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

AFFILIATE:

By: _____
Signature Date

Name: _____

Title: _____



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

**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 165 hours in the first semester and 255 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 1-9 are connected to the foundation field placement setting.

1. Demonstrate ethical and professional behavior.

Component Behaviors/ Expected Outcomes

- a. Make ethical decisions by applying the standards of the NASW 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.
- b. Articulate the value base of the social work profession, its ethical standards, and relevant laws including the NASW Code of Ethics.
- c. Describe possible resolutions in resolving ethical conflicts using a trauma-informed and human rights perspective.
- d. Articulate the links among social work ethics, the core values of trauma-informed care, and universal human rights.
- e. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- f. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- g. Critically evaluate the rationale for adhering to professional social work roles and boundaries in diverse practice situations.
- h. Describe how technology can be used to ethically facilitate practice outcomes at micro, mezzo, and macro levels, and locally, nationally and globally.
- i. Critically analyze both facilitators and barriers to accessing and utilizing technology to enhance practice outcomes.

- j. Use supervision and consultation to guide professional judgment and behavior, and exhibit openness in receiving feedback.
- k. Identify the importance of self-care in professional social work practice.
- l. Understand elements of ethical leadership.
- m. Understand social work's responsibility to provide leadership that honors trauma-informed and human rights perspectives.

2. Engage diversity and difference in practice.

Component Behaviors/ Expected Outcomes

- a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- b. 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.
- c. Describe the potential for policy, research, theory, and practice to perpetuate or redress social injustice and human rights violations.
- d. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- e. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

3. Advance human rights and social, economic and environmental justice.

Component Behaviors/ Expected Outcomes

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

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

Component Behaviors/ Expected Outcomes

- a. Use practice experience and theory to inform scientific inquiry and research.
- b. Describe ethical scientific approaches to building knowledge.

- c. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- d. Utilize research generated by diverse (e.g., culturally-grounded, interdisciplinary, international) sources.
- e. 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.

5. Engage in policy practice.

Component Behaviors/ Expected Outcomes

- a. 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.
- b. Assess how social welfare and economic policies impact the delivery of and access to social services.
- c. 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.
- d. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- e. Collaborate with colleagues and client systems for effective policy action.

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

Component Behaviors/ Expected Outcomes

- a. 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.
- b. Use empathy, reflection, interpersonal skills, and a trauma-informed and human rights perspective to effectively engage diverse clients and constituencies.

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

Component Behaviors/ Expected Outcomes

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- b. 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.

- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies.
- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Component Behaviors/ Expected Outcomes

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

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

Component Behaviors/ Expected Outcomes

- a. Match goals and objectives to methods for evaluation of outcomes.
- b. 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.
- c. Articulate a rationale for selecting particular methods of evaluation based on theoretical frameworks.
- d. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- e. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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

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 225 hours in the first semester and 255 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 nine core learning objectives required of all advanced year students in field placements.

The student will:

1. Demonstrate ethical and professional behavior.

Component Behaviors/ Expected Outcomes

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

2. Engage diversity and difference in practice.

Component Behaviors/ Expected Outcomes

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

3. Advance human rights and social, economic and environmental justice.

Component Behaviors/ Expected Outcomes

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

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

Component Behaviors/ Expected Outcomes:

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

5. Engage in in policy practice.

Component Behaviors/ Expected Outcomes:

- a. Analyze social policy at the local, state, and federal levels from a trauma-informed and human rights perspective.

- b. 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.
- c. Engage in policy practice that is informed by a trauma-informed and human rights perspective.

6. Engage with individual, families, groups, organizations, and communities.

Component Behaviors / Expected Outcomes

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

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

Component Behaviors / Expected Outcomes

- a. 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.
- b. Articulate a theory- and evidence-based rationale for selecting an assessment strategy.
- c. Demonstrate the ability to collaborate with client systems in order to develop innovative and creative intervention goals and objectives.

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

Component Behaviors / Expected Outcomes

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

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

Component Behaviors / Expected Outcomes

- a. Assess organizations' outcome evaluation processes for best practices, particularly with vulnerable populations.
- b. Measure progress based on mutually agreed upon goals and evaluation methods.

- c. Demonstrate the ability to select particular methods of evaluation based on theoretical frameworks that are culturally and developmentally appropriate.
- d. Apply interdisciplinary knowledge and methods consistent with evidence-based, trauma-informed, and human rights perspectives to evaluate practice.
- e. Use a trauma-informed and human rights perspective to evaluate practice.
- f. Engage in a continuous process of evaluation.