

*SUNY Fredonia*  
*B. S. in Social Work Program*  
(A Council on Social Work Education Accredited Program)

Field Manual

*Mission Statement*

*The SUNY Fredonia Bachelor of Science degree in Social Work program strives to be a trusted partner in the missions of our home department, the Department of Sociology, Anthropology, Social Work and Criminal Justice; the University; the academic community-at-large; and our social community-at-large. Through committed, quality teaching-learning activities and reciprocal learning relationships with the local community-at-large, we prepare critical thinking generalist social workers who are prepared to enter employment as entry level professionals in urban or rural agency settings and/or are prepared to continue their education at the graduate level. We intend that our teaching-learning, research, and service activities will have a meaningful, positive influence on the well-being of each student, the University, and the community-at-large as we embrace the larger mission of social work to prevent and alleviate conditions arising from social problems and unmet human needs.*

Social Work Program  
Department of Sociology, Anthropology,  
Social Work and Criminal Justice  
W363 Thompson Hall  
Fredonia, New York 14063  
716-673-3205

# Contents

## Section I: Preliminary Information

- [1. Faculty Information Page](#)
- [2. Introduction](#)
- [3. Definitions of Terms](#)

## Section II: Discussion of the SUNY Fredonia Curriculum/Program

- [1. Philosophy and Role of Field Education](#)
- [2. Overview of the SUNY Fredonia Social Work Curriculum](#)
  - [a. Important Curricular Themes in Field Education](#)
  - [b. Assessment](#)
  - [c. Courses](#)

## Section III: Policies Specifically Related to Field Education

- [1. SUNY Fredonia Faculty Roles and Responsibilities \(SUNYFAC policies\)](#)
- [2. Field Agency and Instructor Roles and Responsibilities \(FAIR policies\)](#)
  - [List of Agencies](#)
  - [Affiliation Agreement Section](#)
- [3. Student Rights and Responsibilities \(STRR policies\)](#)
  - [Release of Information Forms](#)
  - [Weekly Supervision Form](#)
  - [Confidentiality Agreement](#)
- [4. Admission and Placement Policies \(ADP policies\)](#)
  - [Intent to Enter the Field Form](#)
  - [Application for Field](#)
  - [Paid Practicum Contract](#)
- [5. Removal/Interruption of Student in Placement \(RIP policies\)](#)
- [6. Field Education Hour Requirements and Associated Policies \(HP policies\)](#)
  - [Time Sheet](#)
- [7. Grading Policies \(GP policies\)](#)
  - [Master Syllabus](#)
  - [Learning Contract](#)
  - [Midyear Evaluation](#)
  - [Evaluation Form](#)
  - [Competency Portfolio: Field Directions and Evaluation](#)
- [8. Evidence-Based Practice Policies \(EBP policies\)](#)
- [9. Assessment Policies \(AS policies\)](#)

## Section IV: Appendix

- [1. CSWE 2008 Educational Policy and Accreditation Standards](#)
- [2. Selected Bibliography](#)

## Faculty Information Page

**Dr. Brian Masciadrelli**, LICSW (Massachusetts), Program Director

M.S.W. - Simmons College

M.S. - University of Maine

Ph.D. - University of Illinois at Urbana-Champaign

Areas of Interest: Human Development/Lifespan; Family Studies; Gerontology; Mental Health; Social Work Practice, in particular, individuals and families; Research and Research Methods; GLBT issues, especially related to family issues.

**Contact Information:**

Office: W379 Thompson Hall

Phone: 673-3470

E-mail: [Brian.Masciadrelli@fredonia.edu](mailto:Brian.Masciadrelli@fredonia.edu)

**Dr. Rolanda Ward**, Field Coordinator

M.S.W. - Boston University

M.Div. - Boston University

Ph.D. - Boston University

Areas of Interest: Older Youth in Foster Care and their transition to adult life; Youth Development among Vulnerable Populations and System Youth; Community Organizing and Community Change among faith-based organizations with social work leadership

**Contact Information:**

Office: W381 Thompson Hall

Phone: 673-4611

E-mail: [Rolanda.Ward@fredonia.edu](mailto:Rolanda.Ward@fredonia.edu)

**Dr. Mary B. Carney**, LMSW, Associate Professor, Department Chair

M.S.W. – SUNY at Buffalo

Ph.D. – University of Illinois at Urbana-Champaign

Areas of Interest: Environmental contexts of social work practice with emphasis on policy and organizational issues; Social Work Education; Health Care Practice; History of Social Welfare; Historical Research Methodology.

**Contact Information:**

Office: W363 Thompson Hall

Phone: 673-3205

E-mail: [Mary.Carney@fredonia.edu](mailto:Mary.Carney@fredonia.edu)

**Other Important Contacts:**

Mrs. Amy Jo Dorler, Department Secretary, W363 Thompson Hall, 673-3205

Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, 703-683-8080 or <http://.cswe.org>

**Rev. 8.11**

## Introduction

The SUNY Fredonia Field Manual provides an overview of the curriculum and all policies and information related to Field Education. All policies and practices are designed to meet the Council on Social Work Education's (CSWE) Educational Policies and Accreditation Standards (EPAS). The CSWE Field policies and standards are re-printed on this page.

Our Manual is located online in our course ANGEL sites as well as linked to our WEB page (<http://www.fredonia.edu/department/sociology/socialwork/fieldeducation/>). If changes are made, Field Instructors will be notified electronically. If there is ever a question about the current policies, the online version should be consulted. The Manual is divided into the following thematic sections. These policy sections are:

- SUNY Fredonia Faculty Roles and Responsibilities (SUNYFAC policies)
- Field Agency and Instructor Roles and Responsibilities (FAIR policies)
- Student Rights and Responsibilities (STRR policies)
- Admission and Placement Policies (ADP policies)
- Removal/Interruption of Student in Placement (RIP policies)
- Field Education Hour Requirements and Associated Policies (HP policies)
- Grading Policies (GP policies)
- Evidence-Based Practice Policies (EBP policies)
- Assessment Policies (AS policies)

### **Relevant 2008 EPAS Statements**

(Passages are taken directly from <http://www.cswe.org/File.aspx?id=13780>)

#### **1. Field Education as Signature Pedagogy**

##### **Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

#### **2. Competency-Based Education**

##### **Educational Policy 2.1—Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals. [Full EPAS details on each of the following competencies can be found at the end of the [Manual](#)]

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

### **3. Accreditation Standard #3: Field Education**

“The program discusses how its field education program:

**2.1.1** Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

**B2.1.2** Provides generalist practice opportunities for students to demonstrate the core competencies.

**M2.1.2** Provides advanced practice opportunities for students to demonstrate the program’s competencies.

**2.1.3** Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

**2.1.4** Admits only those students who have met the program's specified criteria for field education.

**2.1.5** Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

**2.1.6** Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

**2.1.7** Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.**2.1.8** Develops policies regarding field placements in an organization in which the student is also

employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.”

## Definitions of Terms

The following terms are used throughout this Manual and are generic to social work field education. Definitions are provided to help clarify their meaning in terms of our program.

1. **Field Practicum** – The field education component of the SUNY Fredonia social work curriculum in which students engage in supervised professional generalist social work practice for a minimum of 500 hours within a human service agency. For purposes of registration and course credit, the Field Practicum is divided into four courses carrying 3 credit hours each. Six credits are taken in the fall and six credits are taken in the spring semester as follows:
  - Fall semester:
    - SOCW 480: Field Practicum I
    - SOCW 485: Field Practicum I with Seminar
  - Spring semester:
    - SOCW 490: Field Practicum II
    - SOCW 495: Field Practicum II with Seminar
2. **Field Practicum Seminar** - A classroom component of the Field Practicum experience. Students meet in small groups once a week with their Faculty Field Liaison to discuss issues related to their specific Field Practicum and Field Practicums in general.
3. **Faculty Field Liaison** - This is the SUNY Fredonia faculty person who is assigned to monitor and evaluate the students learning in the Field Practicum (may or may not be the Field Coordinator).
4. **Field Instructor** - This is the agency social worker who has agreed to provide professional MSW or BSW supervision to the student in their human services agency.
5. **Field Agency** - The human service agency which has agreed to host a social work field education students. The Field Agency has met and agreed to the criteria articulated in the Selection of Field Practicum Sites policy in Section B of this Manual.
6. **Field Coordinator** - The SUNY Fredonia faculty person who is assigned the responsibility for administering the field education component of the curriculum. The entire social work faculty is responsible for the curriculum including the field education component. The Field Coordinator represents faculty decisions when engaging in his/her administrative activities.
7. **Field Student** - This is a senior social work major with advanced status in the program who has met all of the course prerequisites and g.p.a. eligibility requirements to enter the Field Practicum. He or she has made an application to enter the Field and have been approved and placed by the Field Coordinator.

## Discussion of SUNY Fredonia Curriculum/Program

### Philosophy and Role of Field Education

SUNY Fredonia recognizes the long history of Field Education as a fundamental learning opportunity for social work students. Social work is a complex mixture of knowledge, skill, and attitude. Becoming a social worker is a process. This process involves learning concrete, discrete knowledge and skills; integrating the knowledge and skills into one's self and one's mindset; and applying this knowledge and skill in the real world with its very real problems, issues and needs. Field Education helps with all three of these processes but it is the essential component in the curriculum for the last: applying this knowledge and skill in the real world.

Keeping with our Mission Statement, printed on the front cover of this Field Manual, we see Field Education as a collaborative venture with our community partners allowing students to integrate their knowledge and skills learned in the classroom with real world experience under the supervision of our allied agency partners and supervisors. Our assessments, completed at the end of the student experience, show that our students graduate as well-educated students with the equivalent experience, knowledge and skills a student would have at the end of the first year of a master's level program. They are also ready for entry-level professional work as they enter the workforce. The knowledge and skills learned through the experience at the agencies are brought back to the program in a very reciprocal way that often goes unacknowledged. We appreciate the contribution and sacrifices of our collaborators (see FAIR section for a list of present and past partners). Their efforts are very real and very needed.

SUNY Fredonia Field Education is enacted by the Field Practicum and accompanying seminar. Our curriculum is a concurrent one (see Table 1 on the next page). This means students take courses at the same time as they attend Field Practicum. Field Practicum is conceived as one singular experience spread out over two semesters totaling 500 hours of activities in the same agency. It was designed to be developmental in nature. First semester students learn their agency and their role expectations while beginning to practice generalist social work. In the second semester, all students are expected to be practicing generalist social work and have a caseload of their own appropriate to their host agency and their maturity and mastery level. It is in this semester's experience that all learning comes to bear on their activities and it is within this semester we are concerned that they meet the program learning objectives. All students need to demonstrate acceptable levels of competency and mastery in order to pass Field and graduate. History has shown that our community partners have helped us achieve this goal (see AS section).

**Table 1: Sequence of Courses:**

<p><b>Freshman and Sophomore Year</b></p> <p>CCC</p> <p><b>Prerequisite Courses:</b>                      Introduction to Sociology                      Introduction to Psychology                      Statistics                      Human Biology                      Introduction to Social Work/Human Services                      Exploring Community-Based Social Work or Internship</p> <p><b>ADVANCEMENT</b>                      Requirements:                      ■ heading toward Jr. year                      ■ submit application by deadline                      ■ 2.0 overall g.p.a.                      ■ completion and 2.5 g.p.a. for prerequisite coursework                      ■ grade of B- or better in Introduction to Social Work and Exploring Community-Based Social Work or internship</p>			<b>Fall Semester Junior Year</b>	<b>Spring Semester Junior Year</b>	<b>Fall Semester Senior Year</b>	<b>Spring Semester Senior Year</b>			
	→	<b>Practice Sequence</b>	SOCW 325: Foundations of Generalist Practice	SOCW 370: Skills for Generalist Practice	SOCW 390: Practice with Individuals, Families & Small Groups	SOCW 400: Practice with Organizations and Larger Social Systems.			
		<b>Policy Sequence</b>	SOCW 249: Social Welfare Institutions	POLI 382: Social Welfare Policy					
	→	<b>HBSE Sequence</b>	SOCW 340: Human Behavior in the Social Environment I	SOCW 341: Human Behavior in the Social Environment II					
		<b>Research</b>	SOC 300: Social Research Methods (recommended to take this semester)	<i>“Evidence-based Social Work across the Curriculum”</i> (Research and/or evidence based practice objectives are embedded in each Practice Methods, HBSE, and Field Education course)					
		<b>Practicum</b>			SOCW 480: Field Practicum I  SOCW 485: Field Practicum I with Seminar	SOCW 490: Field Practicum II  SOCW 495: Field Practicum II with Seminar  <i>Capstone experience</i>			

## Overview of the SUNY Fredonia Social Work Curriculum

The SUNY Fredonia curriculum currently uses an integrated methods curriculum which teaches a planned problem solving method built upon systems theory and social systems perspective. The planned problem solving method teaches students how to work with micro, mezzo, and macro systems to bring about change through the following stages of an interview and a professional relationship: engagement/intake, assessment, planning, monitoring and evaluating and termination. In the end, students identify with the following SUNY Fredonia Definition of Generalist Social Work:

Generalist social workers are problem solvers who work with others to understand, prevent, alleviate, and/or eliminate problems they encounter in our complex, multidimensional, interrelated, and interactive world.

Generalist social workers investigate and determine whether problems occur within an individual (their own personal difficulty); as a product of environmental stresses; and as the result of the interaction between the person and their environment. Although social work interventions tend to be targeted at a particular system such as with an individual, group or community, generalist social workers perform simultaneous, multi-level interventions with people and their environments in order to find solutions to problems.

Generalist social workers need to know about people as individuals and as members of groups such as families, organizations, communities and societies. They study a broad range of knowledge on topics such as political science, sociology, psychology, biology, etc. This knowledge is necessary to understand and be open to the unique nature of people and their situations.

Generalist social workers are skilled at assessing the nature and causes of human problems. They are social scientists, able to critically evaluate their own actions and the outcomes of their interventions. They are mature critical thinkers who exercise respect and good judgment in their work with others.

Generalist social workers appreciate the complexity of the world and the need to always be life-long learners.

To meet this definition of generalist social work, each practice course is integrative in nature. While the curriculum delineates direct and indirect practice in the Senior year because of time constraints within semester courses, the curriculum focuses on teaching generalist practice that is multi-systematic in its approach to problem solving. We argue against the false dichotomy that practice must be defined as an either/or: either as direct or indirect, micro or macro. Building on the foundation of systems theory and the problem-solving approach, students learn to intervene within and between micro (individual), mezzo (family and small group), and macro (agency, community, society, including policy practice) systems in their every enactment of social work practice.

This integrative design has a long history in social work education as well. Our modern theoretical foundation of this design was articulated by Pincas and Minahan (1973) in their work, Social Work Practice: Model and Method which emphasized the use of systems theory framework in generalist social work. Our curriculum owes many ideas to Parsons, Jorgensen and Hernandez's (1994) The Integration of Social Work Practice which developed and articulated a more advanced form of generalist practice grounded in systems and role theory. Norlin and Chess' (1991) work articulating social systems theory deepened the generalist framework and enhances our understanding of Human Behavior in the Social Environment as we present it in the traditional systems and lifespan development framework. Generalist practice has further been refined by such people as Moira O'Neill McMahon (1984), Karen

Kirst –Ashman and Grafton Hull (2008), and Charles Zastrow (multiple works). Their ideas also help our curriculum advance a generalist framework. These frameworks are also fully compatible with Compton and Galaway’s (w/ Cournoyer since 2004) process model which refined problem solving, the lodestar to our model of generalist social work practice. I am sure many Field Instructors recognize these works and/or the basis for the ideas described.

To enact the integrative curriculum, our courses are sequenced and build on each other as is depicted in Table 1. Students are expected to retain and use the knowledge learned in their lower level work when engaged in higher level coursework and practice. Micro, Mezzo and Macro systems, and practice issues are discussed in each course with a SOCW prefix. Content on social work values and ethics, diversity, social and economic justice, and populations-at-risk are infused throughout the curriculum. Therefore, students entering their Field Practicum in the fall semester of their senior year should know and understand:

- *Generalist social work practice.*
- *The Code of Ethics.*
- *Theories of Human Behavior in the Social Environment.*
- *Basic Social Welfare policy.*
- *They should see themselves as practitioner-researchers who implement evidence-based practice principles.*
- *Students will also have learned and practiced basic social work skills used when working with systems of all sizes.*
- *Students will have a general knowledge of the issues related to the populations-at-risk served by practicum agencies.*
- *A few will have had the time to take specific course work giving them more in-depth knowledge of the populations-at-risk served by their specific field placement agency.*

The specifics about required courses and course descriptions are reprinted on yellow paper at the end of this section if the reader would like further information.

### **Curricular Themes in Field Education**

In addition to the integrative model of social work practice, the following themes are important to Field Education. These are:

**a. Ethnic-sensitive/Culturally competent social work practice** - Students have been educated widely on issues of culture, diversity, discrimination and oppression. They know and understand the basic social, political, economic, and cultural forces at play. They have also been taught Devore and Schesinger’s Ethnic Sensitive practice model in our discussions of cultural competence. Therefore, SUNY Fredonia Social Work majors should be displaying an openness to others and to learning about others. Students understand that they do not have expertise in each culture or sub-culture they will encounter. They should not be assuming anything but should be allowing client systems be the expert and their cultural guide. They should display sensitivity to, and an understanding of, how culture impacts human behavior and that not all theories have taken into account cultural forces. Students should also be sensitive to how policy has impacted different cultural/ethnic groups. Students should be self-aware about their practice and able to adapt their approach to the client systems needs.

**b. Evidence-based Social Work across the Curriculum** - The “Evidence-based Social Work across the Curriculum” is an initiative that incorporates evidence-based practice and research content into the human behavior and practice methods courses. Built on the foundation of our

required Sociology Research Methods course (SOC 300), the goal of this initiative is to provide the tools and the ability to students to understand and implement research methods and findings in practice in order to become evidence-based practitioners. This is important not only to meet accreditation standards related to evidence-based practice but also because the profession was founded by people who organized and applied scientific principles to understanding social problems. They used scientific ideas and techniques to provide social services and concrete resources to people in need. Social reformers used their data to lobby for social change. Therefore, social workers have always been social scientists and we continue to emphasize the role of practitioner-researcher to prepare students for their obligations to be honest, objective, systematic and to use and create evidence-based interventions. To do this, specific reading, discussion, and/or exercises are required in each of the HBSE and Practice courses to meet specific evidence-based course objectives.

**And a theme highlighted in Field Education:**

**c. Professional Identity:** Professional ethics and appreciation of diversity are part of the explicit and implicit curriculum at SUNY Fredonia. This means that this content is present in all courses and in the activities that occur outside the classroom. All program activities consciously try to develop professional social work attitudes and mindset while at the same time honoring the individuality of the student (per the mission of our University)

**Assessment**

Both the old and new EPAS accreditation standards require social work programs to continuously assess their programs, including curriculum. The program has always and will continue to utilize multiple methods of assessment including evaluation of student performance, student evaluation of their performance and the program, and alumni surveys. Aggregate scores are used to learn about the program.

Our assessment has two measures directly tied to the Field Practicum experience. We anticipate that these measures will be modified but will remain intact. These measures are:

Field Evaluations  
Competency Portfolio  
Student self evaluations

We will also continue to elicit Field Instructor/Agency feedback. The program welcomes any formal or informal comments and suggestions. For your information, a snapshot report of our current outcomes is included in the Assessment section (AS policies) in the Manual. The full report is not distributed but is open to public viewing in the Department's Main Office, W363 Thompson Hall.

Our current assessment is based upon measuring outcomes related to Program Goals and Objectives. This model will remain as a basic structure to the curriculum but competencies will be the measured outcomes. Each identified competency will be linked to a program objective which as a means to enact our program goals. As we move toward this future, we will work with all of our partners on this project.

## **Program Goals:**

Our current program goals are:

1. The SUNY Fredonia Social Work Program seeks to prepare generalist social workers who value the principles of service and importance of human relationships in their efforts to maintain and improve the social functioning of individuals, families, groups, organizations, communities and society.
2. The SUNY Fredonia Social Work Program seeks to prepare generalist social workers who are practitioner-researchers: active, applied social scientists who work to strengthen and improve the well-being of others through a critical and scientific approach and enactment of the generalist problem solving method with systems of all sizes.
3. The SUNY Fredonia Social Work Program seeks to prepare generalist social workers who understand and enact the standards and core principles of the NASW Code of Ethics in their interactions, relationships and decision-making.
4. The SUNY Fredonia Social Work Program seeks to prepare generalist social workers who practice ethnic and culturally sensitive social work with diverse populations and who work to eliminate social injustice experienced by oppressed populations.
5. The SUNY Fredonia Social Work Program seeks to prepare well-rounded, liberal arts trained generalist social workers who have mastered the CSWE core competencies, especially the skills and mindset needed in the use of the professional self.
6. The SUNY Fredonia Social Work Program seeks to prepare generalist social workers who integrate knowledge, values, and skills for competent entry-level professional practice and/or graduate education.

## **Courses**

Prior to being allowed to enter the Foundation sequence (Methods courses and HBSE), students must complete the pre-requisite course work. Students usually enter the Foundation sequence at the beginning of the Junior year after completing an admissions process called Advancement. All Field education students have passed the Advancement process and are referred to as having 'Advanced status' in the program. More information about Advancement can be found on our WEB page or in the Undergraduate Catalog. This section outlines the pre-requisite courses and provides the course descriptions for the required courses, including the Foundation sequence courses.

**1. Required Pre-requisite courses** (taken prior to advancement into the Junior Year Methods Sequence):

- SOC 116: Introduction to Sociology
- PSY 129: Introduction to Psychology
- BIOL 110: Human Biology
- SOC 200: Statistics for Sociologists (or any other introduction to statistics course)
- SOC 218: Introduction to Social Work
- SOC 272: Exploring Community-Based Social Work.

**2: Required Social Work Courses**

**SOCW 249: Social Welfare Institutions** - Introduces students to the basic public and private sector mechanisms of social welfare policy and services through the lens of history. The importance of values/attitudes/beliefs in the political process and the concept of social justice are analyzed. The

development of the social work profession is featured.

**POLI 382: Social Welfare Policy** - Examination of the politics and operation of the social welfare system in the United States. Emphasis on policy analysis of current social welfare issues such as the Social Security crisis, welfare reform, the relationship between welfare and national economic policy, the functions of public welfare versus private charity, and the connections between direct service and social reform.

**SOC 300: Research Methods** - A course concerned with knowing; emphasis is placed on the evaluation of information and the research process: conceptualization, design, measurement, and data collections methods of survey, experiment and observation are discussed.

**SOCW 325: Foundations of Generalist Practice:** - The first of four sequenced social work practice courses in which students learn generalist social work practice theory and method. In-depth presentation and study of layers of knowledge needed to implement generalist social work problem solving within and between micro, mezzo and macro systems.

**SOCW 340: Human Behavior in the Social Environment I** - Introduces theory and knowledge used in the person-in-environment perspective to prepare a foundation on which to build generalist practice skills. A focus on systems theory approach will lead to an understanding of how the biological, psychological, and social systems are interrelated and affect human development throughout the lifespan.

**SOCW 341: Human Behavior in the Social Environment II** - Builds on the knowledge and theory learned in Human Behavior in the Social Environment I. A combination of social system and lifespan theoretical frameworks will continue to be utilized to provide a foundation for understanding human behavior from middle adulthood through late adulthood.

**SOCW 370: Skills for Generalist Practice** - This second course in the social work practice sequence builds on SOCW 325. Focus is on the skills needed to implement the generalist problem solving method within and between micro, mezzo and macro systems.

**SOCW 390: Practice with Individuals, Families and Small Groups** –The third practice methods course builds on the foundation skills and knowledge learned in SOCW 325 and 370. A direct practice focus is taken to master core generalist intervention, assessment and evaluation competencies with individuals, families, and small groups.

**SOCW 400: Practice with Organizations and Larger Social Systems**- This final course in the practice sequence builds on all the preceding practice courses with a specific focus on indirect practice. The content and activities are designed toward mastery of the skills, values, and knowledge competencies needed to work with, and in, organizations, communities, political institutions and global contexts.

**SOCW 480: Field Practicum I** - The first semester of a professionally supervised 500 total hour placement in a human services agency. Students are expected to complete 250 hours of direct service to individuals, families, groups or communities and/or other duties expected of a beginning-level social worker during the semester. Students are expected to apply social work theory, knowledge and method to actual cases, identify areas of professional growth, process their experiences, and begin assessing their practice using standard research methods.

**SOCW 485: Field Practicum I with Seminar** - An extension of SOCW 480: Field Practicum I allowing for the sectioning of practicum students into small peer groups for weekly group meetings. Students are divided into sections and assigned faculty field liaisons who assist students develop and implement an individualized professional learning contract for their practicum placements. Weekly meetings are held to analyze issues discovered through the practicum experience. Faculty liaisons monitor and evaluate student performance for the entire practicum experience.

**SOCW 490: Field Practicum II** - The continuation of the students' experiential learning at the same agency in which the student was placed during SOCW 480. Students need to complete 250 or more hours of direct service practice and/or other duties expected of the beginning level social worker.

**SOCW 495: Field Practicum II with Seminar** - An extension of SOCW 490: Field Practicum II allowing for the sectioning of practicum students into small peer groups for weekly group meetings. Expectations for student performance increase and new learning contracts are constructed and implemented. Weekly meetings focus on the critical assessment of the student's use of skill, knowledge, and theory in their practicum placement. Faculty field liaisons facilitate group meetings and monitor the practicum experience, evaluating student performance for both SOCW 490 and 495.

**Six Hours of Diversity Courses** - (Please consult with your advisor on course selection options)

## **SUNY Fredonia Faculty Roles and Responsibilities (SUNYFAC policies)**

### **SUNYFAC 1: Field Coordinator Role and Responsibilities**

- Selects, develops and maintains relationships with the Field Agencies and Instructors.
- Works with the students to make the appropriate practicum placement.
- Places student in Field Agency.
- Monitors and evaluates the field education activities.
- Takes the lead in the faculty discussions of the field education objectives, policies, and procedures.
- Shares important information about the practicum student with the Field Agency.
- Assists Faculty Field Liaisons with facilitating learning expected in field education.
- Assists Faculty Liaison with problem-solving, if needed.
- Acts as Faculty Field Liaison when given this assignment.
- Plans and implements student field education workshops and Field Instructor trainings.
- Explains and interprets all aspects of the SUNY Fredonia Social Work Program to Field Agencies and Field Instructors.
- Completes and monitors all paperwork associated with Field Education.
- Interfaces with administration when necessary and appropriate regarding Field Education issues.
- Is responsible for participating in and representing Field Education during accreditation.
- Is responsible for maintaining the integrity of the assessment processes used in Field Education.
- Represents faculty consensus when implementing policies, procedures, decisions.

### **SUNYFAC 2: Field Liaison Role and Responsibilities**

- Treats Field Liaison responsibilities with equal weight as any other assigned course in their workload.
- Facilitates discussion in Field Seminar, reinforcing its confidential nature.
- Serves as a mentor to students by demonstrating the social work skills expected of the students in their own practice.
- In collaboration, and/or consultation, with other social work faculty, assigns appropriate Field Portfolio assignments.
- Communicates frequently with the Field student.
- Communicates frequently with the Field Instructor(s) and/or task supervisors.
- Visits the Field Practicum site a minimum of twice a semester to monitor/evaluate student learning.
- Problem-solves any field education issues for an assigned student whenever necessary.
- Consults with the Field Coordinator on a regular basis, especially when problems occur.
- Evaluates student learning outcomes.
- Assigns a fair grade for SOCW 480/485 and SOCW 490/495.

## **Field Agency and Instructor Roles and Responsibilities (FAIR policies)**

### **FAIR 1: Field Instructors Role and Responsibilities**

- Understands and accepts the responsibility for the role of educating generalist social worker students through field education.
- Understands the SUNY Fredonia Social Work Program objectives and curriculum.
- Provides professional supervision and guidance to the student on a weekly basis for a minimum of one hour. Supervision will include regular discussions around professional development as a social worker in addition to task related activities.
- Provides/ seeks opportunities for the student to engage in generalist social work practice.
- Gives students practicum opportunities which include social work within and between micro (individual), mezzo (families and small groups) and macro systems (agency, community or society).
- Works closely with the social work faculty regarding student progress and areas for further growth.
- Accepts responsibility for the ongoing evaluation of student progress and completion of a written evaluation at the end of each semester.
- Helps student understand and develop their professional self.
- Models commitment to the values of professional social work education.
- In an agency using task supervisors, understands that he/she is still the primary social work education supervisor.
- Contacts the Faculty Field Liaison as soon as he/she realizes there is a problem or potential problem with the student in any aspect of the field education experience.
- Has a right to be treated as a respected colleague and as a mentor/teacher.
- Has a right to not be a Field Instructor.
- Is the recipient of our gratitude, even when unspoken, for their selfless giving of themselves and their time.

### **FAIR 2: Field Agency Role and Responsibilities**

- Provides an agreed upon number of field placements.
- Provides the required period of time needed for student learning, 2 semesters (250 hours each semester).
- Provides learning experiences and the generalist practice service roles consistent with objectives of the Social Work Program and the standards of the Council on Social Work Education.
- Introduces and orients students to the agency's mission, structure, policies and procedures.
- Informs students of any safety related issues (i.e. physical dangers) inherent in the field placement and provides training to prevent such potential injuries.
- Provides opportunities, as available, to participate in conferences, team, and staff meetings.
- Provides the essentials necessary to perform ascribed duties.
- Provides and supports qualified Field Instructors who have the time, interest, and professional competence to assume the education role.
- Assures that the Field Instructor will have the time to provide a weekly supervisory conference with each student, the content of which focuses on the educational development of the student.

- Assures that collaborative efforts will be made with the Social Work Program in the implementation of the field education program.
- Agrees to comply with all Federal and State laws, rules and regulations and Social Work Program policies concerning non-discrimination.

**FAIR 3: SUNY Affiliation Agreement**

All Field Agencies must sign and return the SUNY Affiliation Agreement to the Program prior to the beginning of the fall semester. Insurance certificates will be issued by SUNY to the agency as proof of the agreement.

**FAIR 4: Restraint of Clients in Field Practicum Settings**

Students will not be allowed to perform a manual restraint on a child or any other client as a method of intervention within his/her practicum setting without the written consent of the field coordinator. It will be necessary for the Field Coordinator and Field Liaison to have a meeting with the agency to gather more in depth information on liability and coverage for such activities.

## List of SUNY Fredonia Field Agencies Past and Present

Absolut Care of Westfield  
Baker-Victory Services  
AIDS Community Services  
Brocton Central Schools  
Brooks Memorial Hospital  
Buffalo Hearing and Speech  
Cassadaga Job Corps.  
Catholic Charities of Buffalo  
Chautauqua Opportunities Inc.  
Chautauqua Adult Day Care  
Chautauqua County Alcohol and Substance Abuse Clinic  
Chautauqua County Boys and Girls Clubs  
Chautauqua County Sheriffs Office  
Chautauqua County Department of Probation  
Chautauqua County Department of Social Services  
Chautauqua County Hospice  
Chautauqua County Mental Health  
Child Advocacy Program of Chautauqua County  
City of Dunkirk Drug Court  
Community Helping Hands  
Dunkirk City School District  
Erie County Department of Social Services  
Erie County Probation Dept.  
Erie II Chautauqua BOCES  
Family Service of Jamestown  
Family Unity Center  
Fredonia Place  
Gateways Mental Health  
Gowanda Correctional Facility  
Gustavus Adolphus Family Services  
Hospice Chautauqua County  
Johnson Adult Homes  
Lakeview SICF  
Lakeshore Behavioral Health, Inc.  
Learning Disabilities of WNY  
Liberty Partnership  
Lutheran Social Services  
North Collins Elementary School  
One Feather Consulting  
Randolph Academy  
Randolph Children's Home  
The Resource Center  
Rural Ministries  
Salamanca Central School  
Salvation Army - Jamestown  
Sherman Central School  
Silver Creek Central School  
Southern Tier Environments for Living (STEL)  
Town of Hamburg, Dept of Youth, Recreation, & Senior Services  
TLC Health Network  
United Way of Northern Chautauqua County  
WCA Hospital  
Westfield Health Care Center  
Victim's Advocacy

AFFILIATION AGREEMENT BETWEEN  
HOSPITAL  
AND  
STATE UNIVERSITY OF NEW YORK

This Agreement is made by and between the \_\_\_\_\_ Hospital, a corporation organized and existing under the laws of the State of New York, with its principal office located at \_\_\_\_\_ (hereinafter referred to as "Hospital") and the State University of New York, a corporation organized and existing under the laws of the State of New York with its principal office located at University Plaza, Albany, New York 12246, for and on behalf of the Campus (hereinafter referred to a "University").

WHEREAS, the University has undertaken an educational program in the discipline of \_\_\_\_\_; and

WHEREAS, the Hospital operates a facility under Article 28 of the Public Health Law; and

WHEREAS, the University and Hospital desire to affiliate for the purpose of carrying out the said educational program in the discipline of \_\_\_\_\_ and meeting the medical needs of the Hospital's patients.

NOW, THEREFORE, it is agreed that:

1. The University shall assume full responsibility for planning and executing the educational program in the discipline of \_\_\_\_\_ 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. Attached as Exhibit B is a copy of the curriculum. The University furthers agrees to coordinate the program with the Hospital's designee.
2. The University shall be responsible for assigning students to the Hospital for clinical practice. However, the University shall notify the Hospital one (1) month in advance of the planned schedule of student assignments to clinical duties including the dates, number of students and instructors. The schedule shall be subject to written approval by the Hospital.
3. The University at its sole expense and cost, shall provide faculty as may be required for the teaching and supervision of students assigned to the Hospital for clinical experience.
4. The University agrees to provide the students with comprehensive infection control training, including blood borne pathogens, prior to rotation at the Hospital. The University also agrees to inform students of the need for a hepatitis B vaccination prior to rotation at the Hospital.
5. The University agrees that at all times students and faculty are subject to the supervision of the Hospital administration and the University shall inform both students and faculty that they must comply with all applicable rules and insofar as they may pertain to the activities of both while at the Hospital, and failure to comply shall constitute a cause for terminating such student's assignment to or faculty member's relationship with the Hospital. The Hospital will provide copies of all policies and procedures to the students and faculty members.
6. The University shall advise each student and faculty that he/she must provide the Hospital, upon request, with a physician's statement that the student is free from any health impairment which may pose a risk of illness or injury to health center patients or interfere with the performance of his/her assigned duties. The following documentation is also required: (i) PPD

(Mantoux) skin test for tuberculosis performed within one year, and a chest x-ray if positive; iii) Td (Tetanus-diphtheria) booster within ten years; and (iii) proof of immunity against measles (Rubella) and German measles (Rubella); such proof is documentation of adequate immunization or serologic confirmation. The health information and documentation required by this paragraph shall be furnished, upon request, to the Hospital with respect to each student prior to the assignment of such student for clinical experience. The health information and documentation required to be furnished for participating students shall also be furnished for any faculty.

7. The students and faculty shall respect the confidential nature of all information which may come to them with regard to patients and Hospital records.

8. HIPAA, The students and faculty shall respect the confidential nature of all information that they have access to, including but not limited to patients' personal health information provided to them orally, contained in patient medical records or maintained on the Hospital's electronic information system. The University shall advise all students and faculty of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable. In addition, the University agrees to provide students and faculty with training in the requirements of the privacy and security provisions of HIPAA and to advise them of the importance of complying with Hospital's policies and procedures relative to HIPAA. Hospital agrees to provide students and faculty with training regarding Hospital's policies and procedures relative to HIPAA. University and Hospital acknowledge that students and faculty may use patients' personal health information for educational purposes at Hospital and at University. To the extent practicable, all information used for such purposes shall be appropriately deidentified so as to remove all data that may be used to connect such information back to the patient to whom it relates.

9. The Hospital may terminate any student's assignment from the Hospital when a student is unacceptable to the hospital for reasons of health, performance or other reasons which, in the Hospital's reasonable judgment and to the extent allowed by law, cause the continued presence of a student at the Hospital not to be in the best interest of the Hospital any such action will be reported to the University orally and in writing.

10. Notwithstanding any other provision of this agreement, the Hospital remains responsible for patient care and treatment rendered at the Hospital

11. The Hospital, as it deems necessary and proper, shall make available the classroom and clinical areas for student experience, including the necessary equipment and supplies, consistent with current policies in regard to availability. The Hospital shall also provide orientation for the University faculty and students to the Hospital.

12. The Hospital shall have no responsibility for the transportation of faculty and students to and from the Hospital.

13. In case of an emergency during the clinical experience at the Hospital, the Hospital will provide emergency care to the students and faculty. With the exception of emergency care, the students and faculty will arrange for their own medical care.

14. Any student, instructor or faculty member shall not for any purpose be deemed to be an employee, servant or agent of the Hospital, but shall be considered an invitee. Neither the university including the students and faculty, nor the Hospital, shall pay any party compensation to any obligation or benefit arising out of this agreement. It is understood by all parties that the Hospital is not providing any insurance, professional or otherwise, covering any such persons.

15. The University agrees that it shall secure Workers' Compensation for the benefit of and keep insured during the life of this Agreement all faculty, and other University employees as are required to be insured by the Workers' Compensation Law. For the purposes of this Law, no student or faculty member is to be considered an employee, servant or agent of the Hospital.

16. The Hospital agrees to Indemnify and hold harmless the University, its officers, employees and agents, from any and all loss or liability including claims, demands, costs, attorney's

fees and expenses of any nature whatsoever for bodily injury or damage to property whenever to the extent that such loss or liability arises out of or occurs by reason of the acts or omissions, within the scope of this agreement, of the Hospital, its agents, servants and employees.

17. The University, to the fullest extent authorized by State law and decisions thereunder, shall be responsible for any claims, costs, damages or injuries to persons or property of whatever kind or nature arising out of the activities carried out under this agreement and out of the negligence of the University, its officers and employees. In addition, the University shall take out and 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 Hospital is to be additionally named insured under such liability policy or policies. It is agreed that 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 clinical training program carried out under this agreement. The University agrees that the Hospital will receive no less than ten (10) days written notice prior to the cancellation, modification or non-renewal of any insurance coverage. Notwithstanding the foregoing, the Hospital shall remain liable for direct damages resulting from its negligence.

18. It is mutually agreed that at no time shall either party discriminate against any party to or beneficiary under this agreement based upon color, religion, sex, sexual orientation, national origin, age, veteran status and/or handicap. The provisions of Exhibit A, State standard contract clauses, attached hereto, are hereby incorporated into this Agreement and made part hereof.

19. This Agreement will become effective as of \_\_\_\_\_ and shall continue in full force and effect until terminated as set forth in this paragraph. This Agreement may be terminated by either party giving at least 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.

20. For purposes of written notification:

To the UNIVERSITY  
Office of the Vice Chancellor  
State University of New York  
State University Plaza  
Albany, New York 12246

To the COLLEGE  
SUNY Fredonia  
Office of the VP Administration  
Maytum Hall  
Fredonia, New York 14063

To the HOSPITAL

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

HOSPITAL: \_\_\_\_\_

By: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

SUNY FREDONIA

By: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

AFFILIATION AGREEMENT BETWEEN

AND  
STATE UNIVERSITY OF NEW YORK

This Agreement is made by and between \_\_\_\_\_, a corporation organized and existing under the laws of the State of New York, with its principal office located at (hereinafter referred to as "Affiliate") and the State University of New York, a corporation organized and existing under the laws of the State of New York with its principal office located at University Plaza, Albany, New York 12246, for and on behalf of the Campus (hereinafter referred to as "University").

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

NOW, THEREFORE, it is agreed that:

1. The University shall assume full responsibility for planning and executing the educational program in the discipline of \_\_\_\_\_ 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. Attached as Exhibit B is a copy of the curriculum. The University further agrees to coordinate the program with a designee of the Affiliate.

2. The University shall be responsible for assigning students to the program for clinical experience. However, the University shall notify the Affiliate one (1) month in advance of the planned schedule of student assignments to clinical 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 expense and cost, shall provide faculty as may be required for the teaching and supervision of students assigned to the program for clinical experience.

4. The University agrees that at all times students and faculty are subject to the supervision of the Affiliate administration and the University shall inform both students and faculty that they must comply with all applicable rules and insofar as they may pertain to the activities of both while at the Affiliate/s facility, and failure to comply shall constitute a cause for terminating such student's assignment to or faculty member's relationship with the Affiliate. The Affiliate will provide copies of all policies and procedures to the students and faculty members.

5. The students and faculty shall respect the confidential nature of all documentation and information associated with the Affiliate.

6. HIPAA, The students and faculty shall respect the confidential nature of all information that they have access to, including but not limited to patients' personal health information provided to them orally, contained in patient medical records or maintained on the Affiliate 's electronic information system.

The University shall advise all students and faculty of the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA), to the extent applicable. In addition, the University agrees to provide students and faculty with training in the requirements of the privacy and security provisions of HIPAA and to advise them of the importance of complying with Affiliate's policies and procedures relative to HIPAA.

Affiliate agrees to provide students and faculty with training regarding Affiliate's policies and procedures relative to HIPAA.

University and Affiliate acknowledge that students and faculty may use patients' personal health information for educational purposes at Affiliate and at University. To the extent practicable, all information used for such purposes shall be appropriately deidentified so as to remove all data that may be used to connect such information back to the patient to whom it relates.

7. The Affiliate may terminate any student's assignment from the program if the student/s conduct disrupts the orderly operation of the program, threatens the health and safety of individuals, or other reasons which, in the Affiliate/s reasonable judgment and to the extent allowed by law, cause the continued presence of a student in the program not to be in the best interest of the Affiliate. Any such action will be reported to the University orally and in writing.

8. The Affiliate, as it deems necessary and proper, shall make available the classroom and clinical areas for student experience, including the necessary equipment and supplies, consistent with current policies in regard to availability. The Affiliate shall also provide orientation for the University faculty and students.

9. The Affiliate shall have no responsibility for the transportation of faculty and students.

10. Students will be assisted by the Affiliate in obtaining emergency medical care and/or treatment if needed during their clinical experience.

11. Any student, instructor or faculty member shall not for any purpose be deemed to be an employee, servant or agent of the Affiliate, but shall be considered an invitee. Neither the University including the students and faculty, nor the Affiliate, shall pay any party compensation to any obligation or benefit arising out of this agreement. It is understood by all parties that the Affiliate is not providing any insurance, professional or otherwise, covering any such persons.

12. The University agrees that it shall secure Workers' Compensation for the benefit of and keep insured during the life of this Agreement all faculty, and other University employees as are required to be insured by the Workers' Compensation Law. For the purposes of this Law, no student or faculty member is to be considered an employee, servant or agent of the Affiliate.

13. The Affiliate agrees to indemnify and hold harmless the University, its officers, employees and agents, from any and all loss or liability including claims, demands, costs, attorney's fees and expenses of any nature whatsoever for bodily injury or damage to property whenever to the extent that such loss or liability arises out of or occurs by reason of the acts or omissions, within the scope of this agreement, of the Affiliate, its agents, servants and employees.

14. The University, to the fullest extent authorized by State law and decisions thereunder, shall be responsible for any claims, costs, damages or injuries to persons or property of whatever kind or nature arising out of the activities carried out under this agreement and out of the negligence of the University, its officers and employees. In addition, the University shall take out and 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. It is agreed that 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 clinical program carried out under this agreement. The University agrees that the Affiliate will receive 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.

15. It is mutually agreed that at no time shall either party discriminate against any party to or beneficiary under this agreement based upon color, religion, sex, sexual orientation, national origin, age, veteran status and/or handicap. The provisions of Exhibit A, State standard contract clauses, attached hereto, are hereby incorporated into this Agreement and made part hereof.

16. This Agreement will become effective as of \_\_\_\_\_ and shall continue in full force and effect until terminated as set forth in this paragraph. This Agreement may be terminated by either party giving at least 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.

17. For purposes of written notification:

To the UNIVERSITY  
Office of the Vice Chancellor  
State University of New York  
State University Plaza  
Albany, New York 12246

To the College  
SUNY Fredonia  
Office of the VP Administration  
Maytum Hall  
Fredonia, New York 14063

To the Affiliate

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

By: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

By: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

## **Student Role and Responsibility Policies Pertaining to Field Education (STRR policies)**

### **STRR 1: Student Role and Responsibilities**

- Signs a release of information permitting SUNY Fredonia Social Work Faculty Field Liaisons and Field Coordinator to openly communicate with field agencies regarding their performance. (see release of information forms in this section)
- Signs a confidentiality agreement prior to the start of the semester.
- Takes **ownership** of his/her learning by taking the initiative to seek practicum opportunities.
- Behaves in a professional manner (in their agency and in the community) and acts responsibly.
- Uses self appropriately with others.
- Engages in generalist social work practice learned in the curriculum.
- Asks questions.
- Is prepared.
- Takes initiative and leadership in supervision by identifying and bringing learning development needs, issues, strengths and growth areas to meetings (see supervision form in this section).
- Learns and follows all Field Agency policies and procedures.
- Learns and follows all SUNY Fredonia Field Practicum policies and procedures as outlined in the handbook and Field Manual.
- Follows the NASW Code of Ethics, especially agency and client confidentiality.
- Completes and turns in assigned activity logs and monthly time sheets.
- Tries new ways of thinking, behaving, learning, practicing (takes risks associated with professional growth).
- Remembers that he/she is a guest at the agency and that the Field Instructor is a professional who volunteers to educate him/her.

### **STRR 2: Confidentiality Policy**

In order to create a safe learning environment for students and to uphold the NASW Code of Ethics regarding confidentiality, each student will be required to read and sign a confidentiality agreement prior to entering field. Non-compliance with this agreement will initiate removal from the program for non-academic reasons (see Handbook for Advanced Status Students for this policy).

### **STRR 3: Costs associated with the Field Practicum**

All students registering for the required field practicum and seminar courses SOCW 490/495 will be responsible for paying the associated fee to cover administrative costs associated with the required liability insurance for the students placed in practicum. This fee will appear on the tuition bill.

Certain field practicum sites may necessitate one or more of the following requirements prior to accepting students:

- Finger printing
- Criminal background checks
- State Central Registry clearances
- Proof of Health Insurance
- A vehicle

Students are responsible for all fees associated with these requirements. If you have questions regarding which particular sites have these requirements and/or what the corresponding cost may be, you should contact the field coordinator prior to the completion of your *Application to field*.

#### **STRR 4: Policy on Students Using Their Own Vehicles for Practicum Activities:**

Students are not expected to use their own personal vehicles for practicum activities. Since the practicum experience involves the student's use of his/her vehicle for travel to and from the field site or for activities related to the Field Practicum, the following information is provided concerning student vehicle usage under these conditions.

1. Please be aware that neither the University, nor the social work program provides automobile liability coverage during activities in the Field Practicum. Assuring adequate insurance coverage and proper registration is the responsibility of the student and/or vehicle owner.
2. The social work program and the University discourages the transportation of clients, or other agency related persons, in students' personal vehicles during activities related to their Field Practicum.
3. If the practicum agency requires transport of clients as part of the student's practicum activities, the student should contact the Field Coordinator. The Field Coordinator will contact the agency and discuss the program and university's policy on this matter.
4. If all Liability concerns are addressed between the program and the agency, the agency shall be responsible for compensating the student for travel. SUNY FREDONIA DOES NOT REIMBURSE FOR MILEAGE.

#### **STRR 5: Student Grievance Policy**

If a SUNY Fredonia social work student believes that he/she has been treated unfairly and/or that their rights have been violated while attending SUNY Fredonia in the Social Work Program (including anything that happens in their Field Agency while enrolled in SOCW 480/485 and 490/495), they should follow the instructions given below to address the injustice:

- a) **Grades** - If you dispute the grade you received in a particular class, the first step is to resolve the situation informally by talking with the instructor. If you can show that the grade was unfair and resolution was not achieved through informal means, you are directed to seek the intervention of the Program Director and/or the Department Chair who will follow the procedures outlined in the Undergraduate Catalog.
- b) **Discrimination\*\*\*** - The social work profession currently and historically has been a leader in the cause of fighting prejudice, discrimination, and oppression against all people in society. We have especially taken up the causes of the marginalized and powerless. The Social Work Program Director and the faculty are more than willing to assist students if they ever directly or indirectly experience discrimination while attending SUNY Fredonia. In addition to seeking faculty/program support, they are encouraged to follow the University grievance procedures. According to the Grievance procedures outlined in the Faculty Handbook, they must file a grievance

within 45 calendar days following the alleged discriminatory act or 45 days after the final grade is received, if that date is later. Please consult the following for more information:

1. Advisor, Program Director, or Department Chair for more details and support.
2. Sexual Harassment - see the Undergraduate Catalog
3. Discrimination - Contact the Affirmative Action Officer, 673- 3358

\*\*\*Please talk with your Faculty Field Liaison and/or Field Coordinator as soon as an incident occurs. While rare, discrimination and harassment have been known to occur in social work field education experiences.

c) Program Requirements - Students have the right to ask for exceptions to program requirements and to appeal decisions made by the faculty relative to programmatic policies, including Field Practicum policies. If students believe that they should be allowed an exception to the program's policies such as course prerequisites, Advancement prerequisites, and Advancement requirements, they can petition the social work faculty for a waiver of that requirement or some other resolution. To do this, they must write a letter to the Program Director asking for the exception and justifying the need for the request by fully explaining the reason for the request. The Program Director will take the request to the social work faculty who will grant exceptions on a case-by-case basis, for compelling reasons only.



## Release of Information I.

### Between SUNY Fredonia and All Potential Field Sites

Prior to the commencement of field the following release is required.

1. I understand that my field practicum requires collaboration between the agency/organization and SUNY Fredonia and that information regarding my eligibility to field, field practicum performance, and all issues relevant to field agency supervisors or social work program faculty will be shared between the two entities.
2. I understand that this particular release will be in effect throughout the practicum selection process. Upon selection of a practicum, I will fill out another release allowing communication between SUNY Fredonia and the selected organization where I will be placed over the \_\_\_\_\_AY.

**Field Coordinator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Release of Information II.

Between SUNY Fredonia and \_\_\_\_\_

Prior to the commencement of field the following release is required.

1. I understand that my field practicum requires collaboration between the agency/organization and SUNY Fredonia and that information regarding my eligibility to field, field practicum performance, and all issues relevant to field agency supervisors or social work program faculty will be shared between the two entities.
2. I understand that this particular release will be in effect throughout the entire duration of my field practicum experience over the \_\_\_\_\_ AY will remain in effect until I successfully complete my field practicum.

Field Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Student \_\_\_\_\_ Date: \_\_\_\_\_



## *Weekly Supervision Agenda*

*Please provide a copy to your supervisor prior to your supervisory conference.*

### **Issues to be addressed:**

- 1.
- 2.
- 3.
- 4.
- 5.

### **Notes from discussions and/or decisions made**

### **Tasks before next meeting**



Social Work Program

## Confidentiality Agreement

SOCW 480/485 & SOCW490/495

Please initial all lines to the left as you read through the statements. Initialing each one indicates that you fully understand what it is stating.

- In order to fully engage in my practicum experience, I understand that I will see and have access to confidential or sensitive documents at my field practicum agency.
- I agree that I will not copy any agency documents for my own use unless given permission to do so by the field instructor.
- I understand that I will not look at or retrieve any document or file except for those related to clients I am directly working with or that I have otherwise been given permission to review.
- I clearly understand that everything discussed in our seminar class is confidential in nature. In order to create a safe learning environment for students and to uphold the Social Work Professional Code of Ethics, issues disclosed in seminar class will not be discussed outside of class.
- I understand it will be necessary for fellow students to bring field issues into the classroom as part of the learning experience. I am obligated under this agreement to uphold confidentiality regarding the situations they may be discussing.
- I understand that I am not able to discuss my clients (or the case situations discussed in seminar) with friends and family or other persons outside of my practicum.
- I understand that I shall never disclose (verbally or written) the name or my clients or any identifying information regarding a client in seminar class.
- I understand that non-compliance with this agreement can initiate removal from the program for non-academic reasons (see Handbook for Social Work Majors for this policy).

Signed \_\_\_\_\_

Dated \_\_\_\_\_

## Admission and Placement Policies (ADP policies)

Social Work programs must have admission and re-admission policies. All students receiving this Manual have successfully completed both our admissions process called Advancement and our Junior Year Foundation Sequence. The following are our Admission to Field Practicum and our Placement policies.

### ADP 1: Eligibility for Entering Field Practicum

Only social work majors who have advanced status in the program are eligible to enter the Field Practicum. To be eligible to enter the Field in the fall, students must have:

- a. Senior status (90 credit hours).
- b. Completed the following courses with a grade of C or better: SOC 300; SOCW 249; SOCW 325; SOCW340; SOCW 370; SOCW 341; POLI 382.
- c. Obtained a 2.0 cumulative grade point average.
- d. Obtained a 2.5 average in social work courses.
- e. Consistently demonstrated a commitment to professional social work standards of behavior (Code of Ethics).

### ADP 2: Field Practicum Application Policy

In early February, the Field Coordinator holds a mandatory workshop to discuss the expectations of the Field Practicum. At this meeting, the Application to Enter the Field is distributed. Only those students who return the Application to the Field Coordinator will be placed in a practicum.

Depending on the semester and the needs of the program, students may be asked to complete an Intent to Enter the Field form at the end of the fall semester. This form is a helpful tool to identify student interests and helps the Field Coordinator begin to work with the student to identify a practicum placement.

### ADP 3: Student Placement Policy

Students are placed by the Field Coordinator in human service agencies which have met the program's selection criteria. In the spring semester of the junior year, the Field Coordinator works with the student to identify an agency that fits the student's interests and needs. The student may not always be placed in the agency of first choice. When making the Field placement decision, the Field Coordinator must balance the interests and needs of the student, the agency and the program. The student participates in the decision-making process and should know why the final placement was made.

Students **will not** be placed in a practicum agency or program in which the student:

1. Has completed a previous formal internship or volunteer experience.
2. Is currently, or has previously been, employed.
3. Has a family member who is currently employed by that agency.
4. Is, or has ever been, a client.
5. Has a family member who is, or has been, a client of that agency.

Students who have a conflict with this policy should express their concerns to the Field Coordinator or can petition the faculty as a whole through established program procedures (See Handbook for Advanced Status Students).

#### **ADP 4: Selection of Agencies/Organizations as Field Practicum Sites**

The Field Coordinator is responsible for developing Field Practicum sites. This is done in three ways. First, the Field Coordinator identifies and visits an area human services agency and discusses the possibility with the appropriate agency employees. Second, an area agency contacts the Social Work Program and expresses an interest. The Field Coordinator responds with an exploratory interview. While the student is strongly discouraged from shopping for their own practicum sites, students can and do identify agencies with which we do not have an affiliation. Depending on the nature of the student's interest, the Field Coordinator will contact and negotiate with the agency. The Field Coordinator chooses to place students in agencies which:

- a. Follow standards set forth in the NASW Code of Ethics.
- b. Accept the terms set forth in the SUNY Affiliation Agreement.
- c. Accept the non-discrimination statement of the SUNY Fredonia Social Work Program:

***SUNY Fredonia Social Work Program non-discrimination statement - Admission to the major, Advancement, and progression through the curriculum are based upon the published criteria (catalogs, Handbook, Field Manual, course syllabi). Race, color, religion, creed, gender, ethnic or national origin, disability, age, political orientation, veteran status, or sexual orientation play no role in any program decision. It is not only against the law and the policies of this University but it also violates the social work ethic of non-discrimination and the social work mission to promote social justice.***

- d. Provide the student a meaningful generalist social work experience.
- e. Meet the Social Work Programs field education objectives.
- f. Allow the student to complete the field education assignments given to them by their Field Liaisons as well as their Field Instructors.
- g. Provide and support weekly professional social work supervision of students.
- h. Foster the student's ethical practice of generalist social work.
- i. Support the program's policies and procedures outlined in this Field Manual.
- j. Allow their agency personnel to participate in the Field Practicum Activities sponsored by the Social Work Program, such as required Field Trainings and Meetings.
- k. Allow students to bring back their experience to the classroom with the understanding that agency and client confidentiality will be maintained.
- l. Submit a Resume for Primary field Instructor (M.S.W. or B.S.W.) to keep on file.

#### **ADP 5: Selection of Field Instructors**

Potential Field Instructors come to the attention of the Field Coordinator in similar ways as agencies. They are often the initiators of an affiliation with an agency and are often identified by the agency. The Field Coordinator is responsible for selecting Field Instructors who identify with the social work profession, have an M.S.W. or 2 or more years of post B.S.W. experience, and who are as willing as their agency to adhere to the Selection of Practicum Site Criteria. Field instructors are interviewed for the position and resumes must be kept on file.

Sometimes Field Instructors who do not have post-B.S.W. or M.S.W. experience but meet the other criteria are selected. They and their agencies are selected because they can offer students good

opportunities to practice generalist social work. For this very limited number of placements, students are provided off-site social work supervision on a regular basis by a faculty member with 2 or more year's post-M.S.W. experience. This is done in addition to the task supervision they receive on site. In this case, the faculty supervision is coordinated with both the agency Faculty Instructor and Faculty Field Liaison.

#### **ADP 6: International Field Practicum Policy**

Currently SUNY Fredonia does not have its own international field practicum program.

#### **ADP 7: Policy on Paid Practicum and Stipends**

Students should not complete a Field Practicum in their current work place setting nor in a place where they have ever been employed. However, under certain circumstances and conditions, students may be placed in the agency in which they are currently working, either as a paid employee or under some other job program arrangement. This type of field placement is made only after careful consideration of the circumstances. Exceptions usually occur when the agency is large with multiple programs and the practicum will occur in a separate program from the one in which the student is currently working. The generalist social work practice which the student will perform must be different from what they would normally do. If an exception is made, the student, the Social Work Program, and the agency will complete the *Paid Field Practicum Contract*.

It is important to understand this policy. Fulfilling requirements in a place of employment or former employment has the potential for creating conflict of interest regarding the student's role and status in the agency. For example, confusion of roles between the student as learner, student as employee, student as friend/co-worker can occur. **A student must be treated in the terms of learning and fulfilling learning contract expectations, not employment expectations.**

Because of need and geographic distance, some students may be offered small stipends by their practicum to cover transportation expenses. While receiving a stipend may not necessarily be the same as a paid practicum, the same issues may occur. Therefore, any student receiving a stipend also needs to complete a *Paid Field Practicum Contract*.

**Rev. 8/10**

SUNY Fredonia Social Work Program  
***Intent to Enter the Field Form***

---

Name: \_\_\_\_\_ Advisor: \_\_\_\_\_

Please attach a rough draft to this form. Your resume **must** list your educational background, all previous internship and volunteer experiences, previous employment and any other information that may be pertinent. The purpose of this form is to inform the Field Coordinator of your intention to enter Field and your areas of interests.

**Area(s) of interest**

- ***What populations do you have an interest in working with?*** (check all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> Elderly                    | <input type="checkbox"/> Learning Disabled                  |
| <input type="checkbox"/> Sick/ill                   | <input type="checkbox"/> Homeless                           |
| <input type="checkbox"/> Families                   | <input type="checkbox"/> Physically Challenged              |
| <input type="checkbox"/> Children                   | <input type="checkbox"/> Mentally Ill                       |
| <input type="checkbox"/> Developmentally Disabled   | <input type="checkbox"/> Victims of Family Violence         |
| <input type="checkbox"/> Economically Disadvantaged | <input type="checkbox"/> Other (identify interests to you): |
| <input type="checkbox"/> Adolescents                |   |

- ***What type of agency interests do you have?*** (check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> Domestic Violence Shelter     | <input type="checkbox"/> Corrections                       |
| <input type="checkbox"/> Health clinic                 | <input type="checkbox"/> Crisis                            |
| <input type="checkbox"/> Community Action              | <input type="checkbox"/> Other (identify interests to you) |
| <input type="checkbox"/> Department of Social Services |  |
| <input type="checkbox"/> Mental health clinic          |  |
| <input type="checkbox"/> Day Treatment Program         |  |
| <input type="checkbox"/> School                        |  |
| <input type="checkbox"/> Outreach                      |  |
| <input type="checkbox"/> Comprehensive                 |  |
| <input type="checkbox"/> Hospital                      |  |
| <input type="checkbox"/> Grass Roots                   |  |
| <input type="checkbox"/> Multi-programmatic            |  |
| <input type="checkbox"/> Residential Treatment         |  |
| <input type="checkbox"/> Group home                    |  |
| <input type="checkbox"/> Child Care                    |  |
| <input type="checkbox"/> Nursing Home                  |  |

**SUNY Fredonia - Social Work Program**  
**Application for Field Practicum**

**Name:** \_\_\_\_\_

**Current Address:** \_\_\_\_\_

**Permanent Address:** \_\_\_\_\_

**Current Phone No.:** \_\_\_\_\_ **preferred E-mail address:** \_\_\_\_\_

**Where can you be reached during the summer (phone and address)?**

\_\_\_\_\_

**Prologue:** Field Education is referred to by the Council on Social Work Education as the “signature pedagogy” of our professional education. It is a serious commitment that requires you to have 500 hours of in-agency experiences over two semesters (250 hours each semester) under the supervision of a BSW or MSW worker. Through your coursework and the supervised practice of social work you are provided the opportunity to learn, practice, define and demonstrate your competency as a professional social worker.

In returning a completed signed form with the required attachments, you are telling us that you are committed to this undertaking and that you will have met the Field practicum requirements.

-----

I understand that I am officially applying for the senior year Field Education content area with the completion and submission of this form and required documents. I acknowledge that I know the requirements for entering the Field Education sequence of the curriculum which requires me to enter into Field Practicum experiences in a human service agency, under supervision, for 250 hours each semester. In making this agreement, I understand that I must have the requirements for Field Education met by August 20<sup>th</sup>. If these are not met, I understand that I cannot be registered for SOCW 480/485, the first semester of Field Practicum and Field Education.

Application to the Field requires completion of the following sections:

**1. Attachments**

- a. 3 copies of my resume
- b. a signed Release of Information I form (attached).
- c. a signed Acknowledgement of Field Policies with initials in the space provided (attached).

## 2. Preferences

d. I understand that the Field Coordinator cannot guarantee I will be placed in my specific agency of choice. I understand she will make every effort to place me with the population I desire, or the Field of Practice I am interested in. Hopefully both will be satisfied.

e. In order of preference, the populations I desire to work with are:

- 1.
- 2.
- 3.

f. In order of preference, the Field of Practice I am most interested in are:

- 1.
- 2.
- 3.

## 3. Other Questions to assist the placement Process

g. I have reliable transportation and insurance. \_\_\_\_\_yes \_\_\_\_\_no

h. I would be willing and able (have appropriate insurance coverage) to partner with someone who does not have transportation \_\_\_\_\_yes \_\_\_\_\_no

i. I have the following special needs that should be considered when placing me (please state):

j. I understand that I may need to interview with potential placement sites, there might be competition for a site. \_\_\_\_\_yes \_\_\_\_\_no

k. I understand that I will need to meet with Dr. Carney to discuss my placement options. \_\_\_\_\_yes \_\_\_\_\_no

**I understand that every effort will be made for me to know my placement prior to leaving campus, however, I may not know until later this summer depending upon the responsiveness to agencies and the length of the interviewing process. I have attached the necessary documentation and honestly answered the questions asked.**

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and date this form and return to the Field Coordinator by \_\_\_\_\_. The sooner you return the form, the sooner placement can begin.

## ACKNOWLEDGEMENT OF FIELD PRACTICUM POLICIES

Read and initial each of the following sections of this document. Sign your name at the end.

**Section 1.** I understand that I know the NASW Code of Ethics and must follow its guidelines in my practicum placement. \_\_\_\_\_(initials)

**Section 2.** I understand the following are the admissions requirements for Field Placement:

Only social work majors who have advanced status in the program are eligible to enter the Field Practicum. To be eligible to enter the Field in the fall, students must have:

- a. Senior status (90 credit hours).
- b. Completed the following courses with a grade of C or better: SOC 300; SOCW 249; SOCW 325; SOCW340; SOCW 370; SOCW 341; POLI 382.
- c. Obtained a 2.0 cumulative grade point average.
- d. Obtained a 2.5 average in social work courses.
- e. Consistently demonstrated a commitment to professional social work standards of behavior (Code of Ethics).

\_\_\_\_\_ (initials)

**Section 3:** I understand the following placement policies:

- a. Students are placed by the Field Coordinator in human service agencies which have met the programs selection criteria. In the spring semester of the junior year, the Field Coordinator works with the student to identify an agency that fits the students' interests and needs. The student may not always be placed in the agency of first choice.
- b. Students **will not** be placed in a practicum agency or program in which the student:
  1. Has completed a previous formal internship or volunteer experience.
  2. Is currently, or has previously been, employed.
  3. Has a family member who is currently employed by that agency.
  4. Is, or has ever been, a client.
  5. Has a family member who is, or has been, a client of that agency.
- c. Students will disclose pertinent information regarding a criminal record or background information to the Field Coordinator for the purposes of planning and securing a field practicum. Please understand that a criminal record does not automatically prohibit you from working in the Social Work field.
- d. The signed release of information form allows the Field Coordinator to share all background information with the Field Agency sites, including but not limited to educational record, criminal record/background, student strengths, areas of growth, etc.

\_\_\_\_\_ (initials)

**Section 4:** I understand the following:

- a. Field Practicum is one experience spread over 2 semesters.
- b. Students register for two courses each semester to earn 6 credit hours for practicum. In the Fall, they register for SOCW 480 and 485 and they register for SOCW 490 and 495 in the Spring.
- c. Students must complete 250 hours in their practicum agency each semester. The averages to 16-18 hours per week depending on the placement.
- d. Students must spend one full day per week in their placements and are encouraged arrange their schedules so they can spend 2 full days.
- e. Students must attend and participate in a seminar class as part of Practicum. Seminar hours are not to be use toward the 250 hour total.
- f. Students pay a fee each semester for Field Practicum to cover the cost of liability coverage.

\_\_\_\_\_ (initials)

**Section 5:** I understand the following:

All students registering for the required field practicum and seminar courses SOCW 490/495 will be responsible for paying the associated fee to cover administrative costs associated with the required liability insurance for the students placed in practicum. This fee will appear on the tuition bill. Certain field practicum sites may necessitate one or more of the following requirements prior to accepting students:

- Finger printing
- Criminal background checks
- State Central Registry clearances
- Proof of Health Insurance
- A vehicle

Students are responsible for all fees associated with these requirements. If you have questions regarding which particular sites have these requirements and/or what the corresponding cost may be, you should contact the field coordinator prior to the completion of your *Application to field*.

\_\_\_\_\_ (initials)

**Section 6:** I understand the following:

The program has a transportation policy that applies to Practicum, part of the policy reads:

1. Please be aware that neither the University, nor the social work program provides automobile liability coverage during activities in the Field Practicum. Assuring adequate insurance coverage and proper registration is the responsibility of the student and/or vehicle owner.

\_\_\_\_\_ (initials)

I acknowledge that I have read and understand the selected Field Practicum policies on this form and that next semester I will be provided with the Field Manual containing the Field Education policies. I acknowledge that I have access to a copy of the Handbook containing the program policies.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Rev. 1/09**

**SUNY Fredonia**  
Social Work Program

Paid Field Practicum Contract

In the SUNY Fredonia B.S. Social Work Program, students are expected to complete Field Practicum in a new setting, not in any current or former paid work place setting. However, exceptions are made under certain circumstances and conditions. In this case, the following student, agency, and the SUNY Fredonia Social Work program have agreed that the student may complete his/her Field Practicum in the agency where they are currently employed, are engaged in a job training or other type of paid work arrangement, are receiving a stipend from the agency (or other entity), or are receiving some other kind of significant remuneration for their work at their Field Agency.

This contract is entered into by all parties to avoid the conflict of interests which can occur while completing a Field Practicum in an agency in which students have other roles and responsibilities, a situation posing potential risks to all parties involved. In signing this agreement, each party is stating that the Field Student will be treated as a student learner while engaged in their Field Practicum activities and not as an employee. If needed, specific guidelines are outlined on this form.

I agree that \_\_\_\_\_ will complete his/her SUNY Fredonia Field Practicum in \_\_\_\_\_ (unit) of \_\_\_\_\_ (agency). His/Her commitment to the Field Practicum during the fall semester is \_\_\_\_\_ and occurs on \_\_\_\_\_ (days and hours). Even though this student is a paid employee of the agency with all the expectations and responsibilities that go with this obligation, his/her status as a learner will be honored for all of their activities associated with their work in the above unit during the days/hours stated. All standards relevant to the Field Practicum will also be honored. Any concerns or difficulties with this Field Practicum arrangement will be addressed with the SUNY Fredonia assigned Faculty Field Liaison and/or Field Coordinator as soon as they arise. Any concerns or difficulties related to the student's activities related to their paid employment position or their employment status are the student's responsibility and will not be addressed by the faculty of the SUNY Fredonia Social Work Program.

Specific Conditions of this Field Practicum Placement:

(ATTACH ADDITIONAL SHEET WITH DETAILED DESCRIPTION OF PRACTICUM PLAN)

Signed and dated:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Agency Representative

\_\_\_\_\_  
SUNY Fredonia Field Coordinator

## **Removal/Interruption of Student in Placement (RIP policies)**

### **RIP1: Change of Practicum Policy**

Students are rarely allowed to change their Field Practicum placements once they have started. If a student is removed, the process is initiated by the Faculty Field Liaison and will be enacted only in extreme circumstances. Any affected student will take be actively involved in the removal process.

Circumstances that may warrant change include, but are not limited to the following:

- a. The student's violation of policy or ethical standards, which suggest that the student may not be prepared to effectively engage in the practicum experience at this time.
- b. The student's inability to engage in generalist social work practice due to, but not limited to overwhelming personal issues, behavioral, cognitive, mental health issues and/or resistance to generalist social work practices that are within the norm of faculty or agency expectations of them.
- c. Internal conditions at the agency prohibit the Field Agency from fulfilling the responsibilities of the Field Practicum site.
- d. A determination by the Faculty Field Liaison that the Field Agency has failed to provide adequate supervision or social work learning opportunities to the student.

A change will only be initiated the Field Liaison and/or Field Coordinator have investigated the situation to determine the issues. These issues will be brought back to the full-time social work faculty for discussion and decision. The faculty can make a determination that the situation is resolvable or irresolvable. Multiple methods will be employed to monitor resolvable situations, including the use of a binding Professional Development plan. If resolvable, the student will remain in the same placement.

If irresolvable and determined not to be the fault of the student, he or she will be placed in a new practicum setting . If it becomes necessary to move forward with a change, the following steps should be taken:

- a. The Field Coordinator and Faculty Field Liaison will work with the Field Practicum student to identify a new practicum agency and to deal with unresolved issues from the failed placement.
- b. The Field Coordinator and Faculty Field Liaison will coordinate the entry of the student into the newly assigned Field Agency and will closely monitor the new assignment.
- c. The Field Coordinator and Faculty Field Liaison will follow the Removal from Practicum Procedures should the situation necessitate it.

### **RIP2: Removal from Practicum Policy**

Removal from the Practicum is a serious action and is only undertaken if absolutely warranted. Students can be removed from Practicum at the end of the Fall semester as well as at any time during either semester.

Removal from Practicum is warranted at the end of the Fall semester if students are demonstrating a substandard academic performance. The following are reasons for removal from Practicum at the end of the Fall semester:

- a. Student has ignored the attendance policy outlined on the distributed syllabus for either seminar or Field Practicum (low number of completed hours).

- b. Student has shown a pattern of not handing in weekly reflective logs and/or assigned homework. This also includes a pattern of handing in assignments late without an excuse.
- c. Student does not show capacity, and/or willingness, to work toward proficiency in the 10 core competency areas. (Students who are having trouble working toward proficiency but who show capacity and are willing to work on problem areas may be put on a professional development plan for the Spring semester. Failure to meet the professional development plan may mean a Failing grade for SOCW 490/495). Expected level of proficiency by mid-term will vary with each student based upon the placement setting and the experiences students have engaged in.
- d. Student has been unethical in their interactions with peers, field liaisons, field instructors, field colleagues and client systems.
- e. Student's attendance in Field agency has show a pattern of tardiness or absenteeism that is unexplained or uncorrected.
- f. Student cannot engage client and/or organizational systems.

During either semester, students can be removed from the Field Practicum for the reasons articulated above as well as other non-academic reasons including health and mental health reasons. The policy for removal from the Practicum for non-academic reasons is the same as previously published in the [Handbook for Advanced Status Students](#). (Field policies do not supersede the Handbook policies). This policy has been adapted to emphasize behavior in Field as well as consequences related to Field Practicum. The policy is:

Students can be removed from the Field Practicum and terminated from the Social Work Program for non-academic reasons. Documented patterns of disruptive or unstable behavioral problems, non-acceptance of social work values and practices, and unethical actions in the Field Practicum are grounds for removal and dismissal. If a student's conduct is in violation of established social work norms, he/she will be notified by the program director that such a violation has occurred and invited to meet with the social work faculty. The situation will be reviewed with the student by the faculty. Because the recommendation from the faculty could include termination from the Social Work Program, students have the right to present a case on their own behalf. The faculty will then convene to discuss an appropriate response to the situation. Responses may include, but are not limited to, immediate removal from the Field Practicum, immediate termination from the program, a note and plan of action being filed in the student's advising folder until the problem is satisfactorily resolved, and/or a warning letter indicating that any additional violation may result in immediate termination from the program.

Students have the right to appeal any decisions through established procedures outlined in the [Handbook for Advanced Status Students](#).

**RIP3: Policy for Withdrawing from school mid-semester (need to reapply)**

Students who withdraw from the University prior to completing their degree program will need to re-apply to the university and the Social Work Program for readmission. Students will be unable to count previously completed field practicum hours upon their return. Students are required to be concurrently enrolled in field practicum and seminar. Therefore, simply finishing field practicum hours without a concurrent seminar component will not meet the requirement

## Field Education Hour Requirements and Associated Policies (HP policies)

### HP1: Policy on Academic Credit for Field Practicum

Students who are accepted into the Field Practicum enroll in four courses: SOCW 480, 485, 490, and 495. Successful completion of these courses (a grade of C or higher) will earn 12 credit hours toward their degree.

Students planning to earn a B.S. degree in Social Work from SUNY Fredonia must complete their **500 practicum hours through the SUNY Fredonia program**. No academic credit for life or work experience will be given as an equivalent for any required social work course, Introduction to Social Work, or Exploring Community-Based Social Work, including Field Practicum. Field education credit transferred from a CSWE Accredited program will be given course credit but is not judged equivalent to the SUNY Fredonia experience.

### HP2: Practicum Hours and Field Expectations

By the end of each semester, students must complete 250 hours of practicum activities. This usually requires the student to spend a minimum of 16-18 hours per week in the agency, engaged in supervised practicum activities. All students must spend at least one full workday (approx. 8 hours) in their agency a week.

In general, students follow the University's calendar and may take time off when the University is not in session. However, students have an obligation to their agency and their clients. Because the University schedule is not the agency's schedule, students should plan their time off with their Field Instructors so that agency and client needs are met. This is especially true for the long Winter Break. Students need to create a plan with their Field Instructors to fulfill their responsibilities to clients before they leave. When planning their schedules, students should also keep in mind that their agencies have scheduled holidays when the University does not.

### HP 3: Time Log

Students must provide documentation that they have completed their required hours. This information is recorded to assure graduate schools and CSWE that the students have met the minimum requirements for the Field Practicum. Time logs will be distributed to the student and field instructor at the beginning of each semester (sample time logs are included in this section). All hours completed for a certain period must be logged and the form must be signed by both the student and their respective Field Instructor. The log is then handed into the student's assigned Field Liaison based on a given timetable. **IT IS THE STUDENTS RESPONSIBILITY TO KEEP TRACK OF SUBMISSION DEADLINES ASSIGNED BY THEIR FIELD LIAISON AND TO KEEP A DUPLICATE COPY OF EACH TIME LOG FOR THEIR RECORDS.** All hours must be logged and filed by the end of exam week each semester or the student will receive an "I" grade for their practicum courses. The "I" will be removed when all paper work is received. "I" grades turn into "F" grades if the issue is not resolved.

Hours spent attending in-service training or workshops approved by the Field Instructor may be included as Field Practicum time. Only time actually spent in the workshop may be included. Time logs should reflect at least a ½ hour lunch break, especially for a 6-8 hour day. Hours utilized for travel or meals are not to be recorded. ***Seminar class time may not be used as hours toward practicum hours.***

## SUNY Fredonia Social Work Program

### Biweekly Time Logs (submitted every other week starting \_\_\_\_\_)

Student Name: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Agency Name: \_\_\_\_\_

*Week of* \_\_\_\_\_

	Date	Start Time	Lunch (must take ½ hr.)	End Time	Total Hrs.
M					
TU					
W					
TH					
F					
<b>WEEKLY TOTAL:</b>					

*Week of* \_\_\_\_\_

	Date	Start Time	Lunch (must take ½ hr.)	End Time	Total Hrs.
M					
TU					
W					
TH					
F					
<b>WEEKLY TOTAL:</b>					

**BIWEEKLY TOTAL:**

Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Grading Policies (GP policies)

### GP1: General Grading Policy

It is the responsibility of the Faculty Field Liaison assigned to SOCW 485 and SOCW 495 to assign a grade for the Field Practicum. The Liaison grades SOCW 480/485 in the fall semester and SOCW 490/495 in the spring semester. The full grades for SOCW 480 and 490 and two thirds (2/3rds) of the grade for SOCW 485 and SOCW 495 are directly related to the student's performance in the Field Practicum, the fulfillment of the Student Learning Contract, weekly activity logs, hours in agency, any assigned homework/Competency Portfolio assignments. One-third of the grade for SOCW 485 and SOCW 495 is related to the student's performance in the weekly Field Seminar.

#### SOCW 480/485

Since SOCW 480/485 is seen as the midterm point in the Field Education Experience. Students are given a grade of S or U which means they do not impact g.p.a. and students registered for only 15 credit hours will not be eligible for Dean's List. Evaluation of satisfactory progress will be made by the Faculty Field Liaison in consultation with the Agency Field Instructor based upon a mid-term evaluation, evaluation of student logs and field homework assignments. Participation in Seminar will be graded by the Faculty Field Liaison based upon his/her criteria for the class. SOCW 480 and 485 are graded S/U. SOCW 490 and 495 are given traditional A-F grades. One should note that 1/3<sup>rd</sup> of the SOCW 485 grade as well as 1/3<sup>rd</sup> of the SOCW 495 grade are based upon Seminar activities.

Satisfactory Grades: Students who (a) are making satisfactory progress toward proficiency in the 10 competency areas, (b) who participate regularly and professionally in seminar, and (c) are meeting the remaining course objectives will receive a Satisfactory (S) grade.

Unsatisfactory Grades: Violation of any one of the following will automatically result in an Unsatisfactory (U) grade (equivalent to a F) **and dismissal from the program:**

- a. Student does not have 250 documentable hours in their Field Agency by the end of the semester. (Exceptions to the Hour requirement can be made by the Field Coordinator for compelling reasons only. Students must make a written request well in advance of the end of the semester and the Field Coordinator must approve the request. A plan to meaningfully finish the required hours must be in place. See Field Manual)
- b. Student has missed more than one seminar without an excuse.
- c. Student has missed three seminar classes, even with legitimate excuses.
- d. Student has shown a pattern of not handing in weekly reflective logs or constantly missing the deadline without an excuse.
- e. Student does not show capacity, and/or willingness, to work toward proficiency in the 10 core competency areas. (Students who are having trouble working toward proficiency but who show capacity and are willing to work on problem areas may be given an "S" grade even though have not demonstrated the growth expected by mid-term time. These students will be put on a professional development plan for the Spring semester. Failure to meet the professional development plan may mean a Failing grade for SOCW 490/495). Expected level of proficiency by mid-term will vary with each student based upon the placement setting and the experiences students have engaged in.
- f. Student has been unethical in their interactions with peers, field liaisons, field instructors, field colleagues and client systems.
- g. Student's attendance in Field agency has show a pattern of tardiness or absenteeism that is unexplained and/or uncorrected.

- h. Student cannot engage client and/or organizational systems.
- i. Student has been removed from Practicum settings because of agency or program identified behavioral/professional issues (see Field Manual).

### SOCW 490/495

Grades for given for SOCW 490/495 Field Practicum are based on the entire Field Practicum experience, Fall and Spring semester. Grades can range from A, A-, B+,..... to F and are calculated into the semester and cumulative grade point averages. Each Faculty Field Liaison will set his/her own deadlines for assignments. If no deadline is given, the last day of exam week serves as the final day to finish Field Practicum assignments and hours and to hand in the appropriate documentation.

In individual courses/sections, each instructor has different expectations when it comes to grading assignments. Please make sure you understand their expectations and talk with them when you find yourself not understanding his/her expectations and/or course material. In extraordinary circumstances, an incomplete grade (I) will be given to students whose work is not handed in on time and/or who have not completed their hours. However, this can delay his/her official graduation until Summer. ("I" Grades automatically turn to "F" grades in one semester).

### **GP2: Social Work Program adheres to University Grading Policy**

The social work program follows all the university's academic policies, most of which are found in the online University [Catalog](#). In particular, the program uses the SUNY Fredonia grading system found in the appropriate section of the [Catalog](#). Students are expected to honor all university policies related to student responsibilities especially the academic integrity policies.

### **GP 3: Role of Field Instructor/Field Evaluation in Grading**

In determining student grades, Faculty Field Liaisons rely heavily on the evaluation provided by the Field Instructors. The Mid-term Evaluation and the Field Practicum Evaluation should be completed by the Field Instructor by the end of the appropriate semester. The Field Contract created at the beginning of the Fall semester should be periodically reviewed and updated to make sure students will have opportunities to practice and demonstrate each of the CSWE Core Competencies. The Final Field Evaluation is heavily weighted in the grade. Field Liaisons employ a pre-determined scoring rubric to the Field Instructor's ratings to determine the grade on this instrument.

### **GP 4: Role of Weekly Activity/Reflection Log**

Students are required to file a Weekly Reflection Log for the previous week's learning activities. The log is a tool to enhance student learning and it is also factored into the grading. It is a means for Faculty Field Liaisons to communicate with the student about this learning, and provides students a place to plan their agendas for supervision. Whether students share their logs with their Field Instructors in weekly supervision is a decision negotiated between Field Instructor and the student. Sharing logs is not a program requirement.

#### ***Further guidelines related to the Reflection Log:***

- o The content in the logs must be reflective, thoughtful discussions.
- o They should integrate experiential with theoretical and analytical discussion, exhibiting **critical thinking**.
- o The content in the logs must reflect **significant learning experiences**, both positive and negative but *they are not a place to file complaints*.
- o Problems and potential problems should be discussed in the log. The student should follow-up

these discussions with their Faculty Field Liaison and/or the Field Coordinator. If the issue or problem needs immediate attention, please do not wait for a response via written comments. See the Field Coordinator immediately.

- The reflection logs should be clearly written and should contain a meaningful discussion of what the student learned. **They should not be a list of activities completed during the week.**
- Students should never name any employees of their practicum agencies or actual clients by name. Confidentiality should be maintained at all times.
- In addition to the Reflection Log form found in the Field Manual, students can access them on-line via the ANGEL site.

#### **GP 5: Role of Field Seminar in Grade**

Attendance at the weekly scheduled Field Seminar is **mandatory**. Seminar usually meets once a week for 1 1/2 hours. Active participation in seminar is critical and will be incorporated into your final grade. You cannot pass Field Practicum if you do not actively participate and contribute in class.

#### **GP 6: Portfolio Activities**

The Fredonia Social Work program requires students to keep a Competency Portfolio, a collection of work supporting a claim they have mastered of the CSWE Core Competencies. The Competency Portfolio serves many purposes such as helping to retain student learning over time, to show growth over time, and to serve as a program assessment tool. Field Practicum courses participate in this process both semesters. Students will be given competency assignments by their Field Liaisons and students themselves must collect evidence from their agency work to support their self-evaluation of their competency in each area.

**SUNY Fredonia Social Work Program  
Master Syllabus for Field Education**

**SOCW 480/485: Field Practicum I & w/ Seminar  
SOCW 490/495: Field Practicum II & w/Seminar**

**1. Course Information:**

Time and Place: See Course Listing on the Banner System

Faculty with Responsibility: Field Coordinator is the leader in Field Education working with the Social Work Faculty as a whole. See distributed syllabi for Field Liaison information.

**2. Course Descriptions:**

Field Education is one experience spread over two semesters. For registration and class sectioning purposes only, Field Practicum is divided into six 3 credit hour courses. Course descriptions follow:

Fall Field Education:

**SOCW 480: Field Practicum I** - The first semester of a professionally supervised 500 total hour placement in a human services agency. Students are expected to complete 250 hours of direct service to individuals, families, groups or communities and/or other duties expected of a beginning-level social worker during the semester. Students are expected to apply social work theory, knowledge and method to actual cases, identify areas of professional growth, process their experiences, and begin assessing their practice using standard research methods.

**SOCW 485: Field Practicum I with Seminar** - An extension of SOCW 480: Field Practicum I allows for the sectioning of practicum students into small peer groups for weekly group meetings. Students are divided into sections and assigned faculty field liaisons that assist students develop and implement an individualized professional learning contract for their practicum placements. Weekly meetings are held to analyze issues discovered through the practicum experience. Faculty liaisons monitor and evaluate student performance for the entire practicum experience (SOCW 480 and 485).

*Prerequisites:* approval of Field Coordinator, Social Work Majors only, SOCW 325, SOCW 340, SOCW 341, SOCW 370, SOC 300, POLI 382; *Corequisites:* SOCW 390; SOCW 480/485 must be taken together.

Spring Field Education:

**SOCW 490: Field Practicum II** - The continuation of the students' experiential learning at the same agency in which the student was placed during SOCW 480. Students need to complete 250 or more hours of direct service practice and/or other duties expected of the beginning level social worker. *Pre-requisites:* SOCW 480/485 and SOCW 390; *Co-requisite:* SOCW 490.

**SOCW 495: Field Practicum II with Seminar** - An extension of SOCW 490: Field Practicum II allowing for the sectioning of practicum students into small peer groups for weekly group meetings. Expectations for student performance increase and new learning contracts are constructed and implemented. Weekly meetings focus on the critical assessment of the student's use of skill, knowledge, and theory in their practicum placement. Faculty field liaisons facilitate group meetings and monitor the practicum experience, evaluating student performance for both SOCW 490 and 495. *Pre-requisites:* SOCW 480/485; *Co-requisite:* SOCW 490.

### **3. Rationale:**

In the 2008 revision of the Council on Social Work Education's Educational Policies and Accreditation Standards, Field Education was called the 'Signature Pedagogy' of our professional education. They write:

#### **Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies. (taken directly from <http://www.cswe.org/NR/rdonlyres/2A81732E-1776-4175-AC42-65974E96BE66/0/2008EducationalPolicyandAccreditationStandards.pdf>)

Our Field Practicum provides a professionally supervised hands-on educational experience which allows students to apply classroom learning to real world situations. Field Practicum allows you the opportunity to increase your knowledge and skill and to learn new knowledge and new skills. You will forge your professional identity and value system through your observations and interactions with professional social workers, with systems of all sizes, and through use of self. Through your application of classroom learning you will understand more fully your role as a professional providing service to others. You will understand the phrase “our complex, multidimensional, interrelated, and interactive world as it relates to generalist social work practice”. In other words, you will understand the need to investigate and determine whether problems occur within an individual (their own personal difficulty); as a product of environmental stresses; and as the result of the interaction between the person and their environment. Although social work interventions tend to be targeted at a particular system such as with an individual, group or community, generalist social workers perform simultaneous, multi-level interventions with people and their environments in order to find solutions to problems.

You are expected to use the knowledge and skills gained in the Junior year as the foundation for the tasks undertaken in SOCW 480/485. In the Fall semester, you are expected to get your ‘feet wet’ by learning about their organization, the expectations of their Field Instructors, building relationships with agency personnel, and understanding their role and the role of the entry-level social work in that agency. At the end of the semester, you should be able to engage in very basic level social work practice in the Field Agency.

SOCW 490/495 marks the final courses in your professional education and serves as a “capstone” educational experience. SOCW 490/495 is taken concurrently with SOCW 400: Social Work Practice Methods IV. During this semester, you are expected to continue building on what you know and have done before. It is expected that you will take leadership of your learning experience and actively engage in social work practice under your agency field instructors and supervisors. By the end of the semester, you must demonstrate the ability to integrate classroom knowledge, professional experience and your use of professional self. You must demonstrate the competencies expected of an entry-level social worker while enacting the SUNY Fredonia definition of generalist social work:

Generalist social workers are problem solvers who work with others to understand, prevent, alleviate, and/or eliminate problems they encounter in our complex, multidimensional, interrelated, and interactive world. Social workers investigate and determine whether problems occur within an individual (their own

personal difficulty); as a product of environmental stresses; and as the result of the interaction between the person and their environment. Although social work interventions tend to be targeted at a particular system such as with an individual, group or community, generalist social workers perform simultaneous, multi-level interventions with people and their environments in order to find solutions to problems.

Generalist social workers need to know about people as individuals and as members of groups such as families, organizations, communities and societies. They study a broad range of knowledge on topics such as political science, sociology, psychology, biology, etc... This knowledge is necessary to understand and be open to the unique nature of people and their situations. Generalist social workers are, therefore, skilled at assessing the nature and causes of human problems. They are social scientists, able to critically evaluate their own actions and the outcomes of their interventions. They are mature critical thinkers who exercise respect and good judgment in their work with others and they appreciate the complexity of the world and the need to always be a life-long learner and engage in very basic level social work practice by the end of the semester.

#### Relationship to the Council on Social Work Education's Education Policy and Accreditation Standards (EPAS).

SOCW 480/485 is related to all the EPAS Accreditation Standard 2: Explicit Curriculum Education Policy Statements. In addition, this course specifically addresses the following statements and accreditation standards: EP 2.3 (Field Education) as given above and core competencies in AS 2.1 which comprise Course Objective #2.

**4. Texts:** See distributed syllabi

**Always Required:** SUNY Fredonia Field Manual – See Angel.

**5. Course Objectives (and their relationship to Program Goals):** Since SOCW 480-485 are the first half of Field Education which is considered one experience, spread over two semesters, the objectives below are the objectives for both semesters. The end of the Fall semester is seen as "mid-term" and a mid-term evaluation will be submitted.

Obj. 1. Student will integrate social work values, theory, knowledge, skills and apply them to real experiences/situations.

- a. Related to CSWE Core Competencies:** EP 2.1-2.10 (see objective 2 for complete listing)
- b. Related to Program Goal 6:** Prepare generalist social worker who integrate knowledge, values, and skills for competent entry-level professional practice and/or graduate education.

Obj. 2. Through experiential learning opportunities in a human service agency, the competency portfolio process and other pedagogical methods associated with field, the student will work toward achieve entry-level BSW competency in the following areas (Progress must be demonstrated by the end of the Fall semester. Achievement must be demonstrated by the end of the Spring semester.):

1. Identifies as a professional social worker and conducts himself/herself accordingly.
2. Applies social work ethical principles to guide professional practice.
3. Applies critical thinking to inform and communicate professional judgments.
4. Engages diversity and difference in practice.

5. Advances human rights and social and economic justice.
6. Engages in research-informed practice and practice-informed research.
7. Applies knowledge of human behavior and the social environment.
8. Engages in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engages, assesses, plans, intervene, monitors and evaluates with individuals, families, groups, organizations, and communities.

**a. Related to CSWE Core Competencies:** EP 2.1-2.10 (see above for listing)

**b. Related to all Program Goals:** See Field Manual for complete listing.

Obj. 3. Through seminar, student gains proficiency in group process and group skills.

**a. Related to CSWE Core Competency 2.1.3:** Apply critical thinking to inform and communicate professional judgments.

**b. Related to Program Goal 5:** Prepare well-rounded, liberal arts trained generalist social workers who have mastered the CSWE core competencies, especially the skills and mindset needed in the use of the professional self.

4. Through seminar, student will gain increased proficiency in participating in peer group supervision.

**a. Related to CSWE Core Competency 2.1.1:** Identify as a professional social worker and conduct oneself accordingly.

**b. Related to Program Goal 1:** Prepare generalist social workers who value the principles of service and importance of human relationships in their efforts to maintain and improve the social functioning of individuals, families, groups, organizations, communities and society.

5. Through seminar, student will gain increased proficiency integrating classroom and experiential knowledge.

**a. Related to CSWE Core Competency 2.1.3:** Apply critical thinking to inform and communicate professional judgments.

**b. Related to Program Goal 2:** Prepare generalist social worker who are practitioner-researchers: an active, applied social scientists who works to strengthen and improve the well-being of others through a critical and scientific approach and through the enactment of the generalist problem solving method with systems of all sizes.

## **6. Instructional Methods:**

Traditional Experiences: Seminar style discussion, completion of written portfolio exercises, completion of portfolio process

Clinical Experiences: In-class and Practicum - role playing, simulation, values clarification exercises, public-speaking presentations.

Field Experiences: Practicum - Completion of 250 hours of supervised generalist social work activities in an agency. Field Contract guides activities.

## **7. Evaluation and Grade Assignment:**

The social work program follows all the university's academic policies, most of which are found in the University [Catalog](#). The most current version of the [Catalog](#) is online at <http://www.fredonia.edu/catalog/index.htm>. Students are expected to honor all university policies related to student responsibilities especially the academic integrity policies.

**Students with disabilities please contact the Coordinator of Disability Support Services, Reed Library (4<sup>th</sup> Floor), 673-3270. The Coordinator will review your disability documentation and make determinations about what accommodations and/or services you are eligible for. Please feel free to discuss these accommodations with me at that time.**

Evaluation of satisfactory progress will be made by the Faculty Field Liaison in consultation with the Agency Field Instructor based upon a mid-term evaluation, evaluation of student logs and field homework assignments. Participation in Seminar will be graded by the Faculty Field Liaison based upon his/her criteria for the class. SOCW 480 and 485 are graded S/U. SOCW 490 and 495 are given traditional A-F grades. One should note that 1/3<sup>rd</sup> of the SOCW 485 grade as well as 1/3<sup>rd</sup> of the SOCW 495 grade are based upon Seminar activities.

Satisfactory Grades: Students who (a) are making satisfactory progress toward proficiency in the 10 competency areas, (b) who participate regularly and professionally in seminar, and (c) are meeting the remaining course objectives will receive a Satisfactory (S) grade.

Unsatisfactory Grades: Violation of any one of the following will automatically result in an Unsatisfactory (U) grade (equivalent to an E) and **dismissal from the program:**

- a. Student does not have 250 documentable hours in their Field Agency by the end of the semester. (Exceptions to the Hour requirement can be made by the Field Coordinator for compelling reasons only. Students must make a written request well in advance of the end of the semester and the Field Coordinator must approve the request. A plan to meaningfully finish the required hours must be in place. See [Field Manual](#))
- b. Student has missed more than one seminar without an excuse.
- c. Student has missed three seminar classes, even with legitimate excuses.
- d. Student has shown a pattern of not handing in weekly reflective logs or constantly missing the deadline without an excuse.
- e. Student does not show capacity, and/or willingness, to work toward proficiency in the 10 core competency areas. (Students who are having trouble working toward proficiency but who show capacity and are willing to work on problem areas may be given an "S" grade even though have not demonstrated the growth expected by mid-term time. These students will be put on a professional development plan for the Spring semester. Failure to meet the professional development plan may mean a Failing grade for SOCW 490/495). Expected level of proficiency by mid-term will vary with each student based upon the placement setting and the experiences students have engaged in.
- f. Student has been unethical in their interactions with peers, field liaisons, field instructors, field colleagues and client systems.
- g. Student's attendance in Field agency has show a pattern of tardiness or absenteeism that is unexplained and/or uncorrected.
- h. Student cannot engage client and/or organizational systems.
- i. Student has been removed from Practicum settings because of agency or program identified

behavioral/professional issues (see Field Manual).

### **Evaluation Measures:**

**a. Field Contract:** At the beginning of the Fall semester, you and your agency Field Instructor will create a Field Contract for the year to serve as a framework for your experiential learning. The Field Contract should specify the experiences you should be able to have with that agency in order to become proficient in each competency area. Faculty Field Liaisons assist with and monitor the Field Contract. The specific focus of first faculty liaison site visit of Fall semester is the creation and/or review of the contract. Although an ungraded assignment, the contract is essential for success.

**b. Mid-term Evaluation.** A Mid-term evaluation at the end of the Fall semester will occur. This evaluation looks at your professional development in the agency and reflects upon your growth toward entry-level professional proficiency in the practice behaviors/knowledge identified on the Field Evaluation form which is used to grade SOCW 490/495. Copies of both the mid-term evaluation and the Field Evaluation forms will be provided on ANGEL and given to the Field Instructors.

**c. Field Evaluation Forms.** All activities/experiences should lead to demonstration of competence for all CSWE core competencies. At the end of the academic year (May), you will be graded in SOCW 490/495 with a letter grade. A large percentage of that grade is the result of a field evaluation form completed by the Field Instructor in which they rate the student's level of proficiency for each listed competency. Each competency is given a value and a range of scores leads to the letter grade for this instrument. The values and the scoring are done by the faculty and is unknown to the Field Instructors and students. Although this will not be used in the Fall for evaluation, the Field Evaluation forms should be used as a guide of student progress and the creation of practicum experiences.

### **d. Field Assignments for the Competency Portfolio.**

Each semester you will have outside homework assignments. Please see distributed syllabi for this year's instructions.

**e. Weekly Reflection log.** Each of you is required to write a weekly reflection log. The purpose of this log is to state and reflect upon your own experiences, to learn and grow. It helps build self-awareness and corrective self-action. It also serves as a communication tool with the faculty field liaison. The log can be included as evidence in the Competency Portfolio. Logs are graded. The logs will be used in determining the final grade in May and they influence the Fall grade. Please see distributed syllabi for any further notes about the logs.

Policy from the Field Manual: Students are required to file a Weekly Reflection Log for the previous week's learning activities. The log is a tool to enhance student learning. It is a means for Faculty Field Liaisons to communicate with the student about this learning, and provides students a place to plan their agendas for supervision. Whether students share their logs with their Field Instructors in weekly supervision is a decision negotiated between Field Instructor and the student. Sharing logs is not a program requirement.

### ***Further guidelines related to the Reflection Log:***

- The content in the logs must be reflective, thoughtful discussions.
- They should integrate experiential with theoretical and analytical discussion, exhibiting **critical thinking**.
- The content in the logs must reflect **significant learning experiences**, both positive and negative but *they are not a place to file complaints*.
- Problems and potential problems should be discussed in the log. The student should follow-up

these discussions with their Faculty Field Liaison and/or the Field Coordinator. If the issue or problem needs immediate attention, please do not wait for a response via written comments. See the Field Coordinator immediately.

- The reflection logs should be clearly written and should contain a meaningful discussion of what the student learned. **They should not be a list of activities completed during the week.**
- Students should never name any employees of their practicum agencies or actual clients by name. Confidentiality should be maintained at all times.
- In addition to the Reflection Log form found in the Field Manual, students can access them on-line via the ANGEL site.

**f. Time logs-** are to be turned in every other week (biweekly). It is your responsibility to make sure your time logs are signed by both you and your field instructor. They must be turned in on time so that we have an accurate account of your hours. **MAKE COPIES OF YOUR TIME LOGS** for your record. If there are discrepancies regarding your time, you must be able to produce a copy of your log. I will not be responsible for making copies of your logs. Logs that are more than 1 week overdue might not be recorded and those hours might be lost. This means you might have to make up hours and/or receive a penalty to your final grade.

**g. Site Visit:** Faculty Field Liaisons will make two site visits per semester to your practicum. If there are issues, we may make more visits to help. The purpose of the first site visit is to help you with your Field Contract so please have ideas about the experiences you can have or would like to have ready for discussion. Also - your Field contract requires you to state two professional objectives that you seek for yourself and how you think you might achieve them. Please have this ready. The only way to “mess up” this site visit is to not be there and not to have ideas.

At the second site visit at the end of the semester, you will be the facilitator of the meeting. See distributed syllabi or Field Liaisons instructions.

### **Related to the 33% of the grade in SOCW 485 (both h & i):**

#### **h. Field Seminar Participation and Assignments**

1. Seminar **attendance and participation is mandatory**. Attendance will be taken at the start of each class. In order for seminar to be beneficial for all students you must come prepared to actively participate in class discussions. Lack of active participation will exclude you from getting an “A” in this component of field education. Active participation is more than just sitting and paying attention. Students are expected have ownership of their learning so active participation means being prepared, discussing, helping, engaging, demonstrating, etc. Please speak with your Faculty Field Liaison and the Field Coordinator if experiencing serious problems.

2. Each Field Liaison has the right to run their seminar and give separate seminar assignments in the way they believe appropriate to the course objectives, professional practice, tradition and the needs of their seminar group. Please see course material for more information about these expectations and grading.

#### **i. Professional Department**

1. **Students are expected to adhere to the NASW Code of Ethics** – all encompassing.
2. Students are to display an open, nonjudging attitude and corresponding behavior to their colleagues.
3. **WHAT IS SAID IN SEMINAR, STAYS IN SEMINAR:** Confidentiality is honored. Confidentiality Contract is signed.

4. Students are expected to attend seminar. If they cannot, they are expected to call in and/or bring an excuse. Please remember excessive absence may mean termination from the program for non-academic reasons. A student who misses three seminar classes, with or without an excuse or calling in, will earn an E for the seminar portion of the SOCW 485. This means he or she will not have the required grade to continue in Field Practicum.
5. Students are to be prepared to participate.
6. Students are expected to inform their instructor if they are experiencing any difficulties related to the course.
7. Student work is their own.
8. No cell phones allowed.
9. Side conversations and chatting during seminar will be considered unprofessional, disrespectful behavior earning lowered participation as well as lowered department grades.

**8. Course Schedule and Policies:**

Units 1-15:

- a. Supervised Experiences in Field Agency. Student spends approximately 18-20 hours per week in Field agency performing tasks related to generalist social work practice. See Field Manual and Learning Contract.
- b. Weekly 1 1/2 hour class meetings to discuss issues related to the Field Practicum experience.

See SUNY Fredonia [Field Manual](#) for Field Practicum Policies

**9. Bibliography:** See [Field Manual](#) Bibliography

**SUNY Fredonia Social Work Program-**  
Field Contract  
AY \_\_\_\_\_

Student: \_\_\_\_\_ Faculty Liaison: \_\_\_\_\_

Field

Instructor: \_\_\_\_\_ Agency: \_\_\_\_\_

The SUNY Fredonia Field Practicum is "one experience spread over two semesters" and is consistent with our developmental curriculum plan which supports integrated generalist practice that builds in knowledge and skill level each semester. This Field Contract gives structure to the social work student's field education experience and yet is designed to be flexible. Students need to have problem solving (engagement, assessment, planning, intervention, monitoring, evaluating and termination) experiences with individuals, families, groups, organizations, and communities. Policy practice experience is also needed.

**Directions:**

1. For each area listed, please list the experiences the student will have during the entire academic year. Please be specific when you know there are tasks/projects the student will be assigned but also feel free to be broad in your descriptions of experiences, such as "attend trainings as schedule allows", etc.
2. While thinking about experiences, please keep an eye on the Field Evaluation form. This is the form used for grading student competency at the end of the Spring semester. (Students will be graded S/U for the Fall semester). The grade assigned to the Field Evaluation is a significant part of the student's grade for Practicum - so all the experiences should help the students gain these competencies. It is assumed that one experience helps students master competencies in several areas. You do not need to tailor your lists of experiences to be a task list to meet an outcome.

*If it becomes apparent that the experiences listed will not help the student meet the competencies, please amend the contract by just writing on the original and initialing the changes. Because we see this as a mutual process, we ask that both the Field Instructors and the student initial changes to the contract. Also, the student will provide the SUNY Fredonia Field faculty with the working copy in the beginning of the Fall semester. We will review with the student and Field Instructor/Task Supervisor at the beginning of each semester. Faculty will amend their copy when appropriate.*

3. Students should have the experience of working with cases independently, under supervision, at least in the second semester. They need to arrive at this level to meet competencies and to meet the goal of Field Education. Student caseloads can be micro, mezzo, or macro systems, preferably a combination. Agency field Instructors and task supervisors choose the timing to make caseload assignments based upon their assessment of student's abilities vis-a-vis client strengths/needs, agency needs/tolerances and all other ethical and practice issues that come into play for such an assignment.
4. The Contract also supports the required Competency Portfolio students must create. They must collect "things" that support a claim that they have achieved at least minimal competency in each of the evaluation areas. We do not expect them to collect and share sensitive, confidential agency material in their portfolio binders. But they should include share as much material that can be changed to protect privacy and confidentiality as they can to give "weight" to their evidence.

## Agreed upon Experiences

**Area 1. Micro Practice (working with individuals)**(working with families can be considered micro practice if agency/practitioner intervention plan defines family as a singular unit and not a group.)

Examples from the past (not required, not limited to, and in no particular order):

Shadowing encounters with individuals and families, engage in agency outreach activities to at-risk individuals; carry X number of cases by end of Spring semester; serve as case manager for client systems; analyze client histories; increase knowledge of ethnic/racial issues through observation, reading and interacting; engage in supervisory role play of situations; create ecomaps and genograms of Microsystems; read relevant research on client issues/problems/needs as appropriate to the agency; write parallel notes; plans and implements single subject designs; discuss understanding of and choose of appropriate interventions, including evidence based interventions for individuals even when shadowing; create professional helping relationships by doing \_\_\_\_\_; identify lifespan issues; complete a social history intake; scheduled to handle phone intake; interviews; writes assessments using agency format; collect information; co-lead interview; compare and contrast styles and interventions in supervision, etc..

**2. Mezzo Practice:** Experiences to understand and work with families and groups (could include organizational groups that are focused on self/small group improvement such as facilitating a team-building meeting, committee work to improve human relations in the office place, stress management, weight management etc. Any policy/educational/task group work to bring about structural change would be a macro group activity.)

Examples from the past (not required, not limited to, and in no particular order):

Participates as a member of \_\_\_\_ group; plan and facilitate own group with clients or staff on \_\_\_\_; co-lead existing group; interpret observed group dynamics in supervision; assess group process outcomes using agency instruments; assigned to team X to do\_\_\_\_; complete family history; interview family; advocate for family: applies systems theory to observed groups situations,; write progress notes.

**3. Macro Practice:** Experiences to understand and work with organizations and communities especially problem solving activities that are focused on social and economic change (social justice). Macro practice also includes policy practice.

Examples from the past (not required, not limited to, and in no particular order):

Read and implement agency policies and procedures; attend organizational policy meetings; participate as agency representative or observer on community coalitions; build a resource directory; research community data; help with grant-writing/fund-raising activities; job shadow at other agencies; participate in community meetings; observe legislative/common council process; create draft policies for agency; create position statements for agency; advocate for services/policies; attend NASW meetings; identify the impacts of policies on the behavior of the client systems and the agency; understand agency's program evaluation plan; participates in program evaluation; understand agency; speak in public; identify populations at risk served by the agency; redo WEB page; learn data management system, write letter to the editor (okay'd by agency).

**4. Professional Identity:** List experiences that can be offered specifically to help student grow in professional demeanor/conduct, self awareness, ethical decision-making, use of self, etc.

Examples from the past (not required unless otherwise noted, not limited to, and in no particular order): Supervision (required); attendance at trainings and workshops; giving a in-agency presentation; participating in agency staff meetings/peer supervision; apply NASW Code of Ethics; comparing NASW Code to other professional codes relevant to agency; journaling; keep calendar; develop time management plan; takes initiative in defining supervision issues/growth; attend local NASW meeting, interview agency staff about profession/professional issues

**5. Individual Goal Related Activities: Each semester,** the student should create two individual learning goals specific to their own situation/growth needs. List one meaningful activity for each specified goal.

**Fall**

**a.**

**Activity:**

**b.**

**Activity:**

**Spring- to be completed in January/February**

**a.**

**Activity:**

**b.**

**Activity:**

**Signatures:**

\_\_\_\_\_ Date \_\_\_\_\_  
Student

\_\_\_\_\_ Date \_\_\_\_\_  
(Field Instructor)

\_\_\_\_\_ Date \_\_\_\_\_  
(Faculty Liaison)

**SUNY Fredonia Social Work Program**  
 Mid-Year Evaluation  
 AY \_\_\_\_\_

Student: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Faculty Liaison: \_\_\_\_\_

**Directions:** Using the following scales, please assess the student's progress toward mastery of the 10 competencies (see Manual for more explanation of competencies). Please identify what progress needs to be made when asked (specificity would help, thank you).

1. Does this student do the following?:

<b>Student Responsibilities:</b>	<b>Yes</b>	<b>No</b>
Keeps a consistent schedule.		
Is punctual.		
Calls in when ill or running late.		
Dresses appropriate to the agency.		
Takes ownership of his/her learning by taking the initiative to seek practicum opportunities.		
Behaves in a professional manner (in their agency and in the community) and acts responsibly.		
Uses self appropriately with others.		
Engages in generalist social work practice learned in the curriculum.		
Asks questions.		
Is prepared.		
Takes initiative and leadership in supervision by identifying and bringing learning development needs, issues, strengths and growth areas to meetings.		
Learns and follows all Field Agency policies and procedures.		
Accepts and follows the NASW Code of Ethics, especially agency and client confidentiality.		
Tries new ways of thinking, behaving, learning, practicing (takes risks associated with professional growth).		
Remembers that he/she is a guest at the agency and that the Field Instructor is a professional who volunteers to educate him/her.		
Operates acceptably within the norms of the social work profession.		

2. Should the student continue into the second semester of Field Practicum with you and your agency?

**Please circle one:**                      Yes                      Yes, with reservations                      No

If No, and you have not already done so, please contact the Field Coordinator as soon as possible. If Yes, with reservations, please make sure to express those reservations in the space below and in the appropriate sections of this document.

**3.** How is the student progressing in the following core competency areas? Please check your assessment choice.

**Area 1: Identifies as a professional social worker and conduct oneself accordingly.**

- Meeting expectations for competence
- Making expected progress toward competence
- Making less than expected progress toward competence
- Not making progress toward competence

**Student needs to:**

**Area 2: Applies social work ethical principles to guide professional practice.**

- Meeting expectations for competence
- Making expected progress toward competence
- Making less than expected progress toward competence
- Not making progress toward competence

**Student needs to:**

**Area 3: Applies critical thinking to inform and communicate professional judgments.**

- Meeting expectations for competence
- Making expected progress toward competence
- Making less than expected progress toward competence
- Not making progress toward competence

**Student needs to:**

**Area 4: Engages diversity and difference in practice.**

- Meeting expectations for competence
- Making expected progress toward competence
- Making less than expected progress toward competence
- Not making progress toward competence

**Student needs to:**

**Area 5: Advances human rights and social and economic justice.**

- Meeting expectations for competence
- Making expected progress toward competence
- Making less than expected progress toward competence
- Not making progress toward competence

**Student needs to:**

**Area 6: Engages in research-informed practice and practice-informed research.**

- Meeting expectations for competence
- Making expected progress toward competence
- Making less than expected progress toward competence
- Not making progress toward competence

**Student needs to:**

**Area 7: Applies knowledge of human behavior and the social environment.**

- Meeting expectations for competence
- Making expected progress toward competence
- Making less than expected progress toward competence
- Not making progress toward competence

**Student needs to:**

**Area 8: Engages in policy practice to advance social and economic well-being and to deliver effective social work services.**

- Meeting expectations for competence
- Making expected progress toward competence
- Making less than expected progress toward competence
- Not making progress toward competence

**Student needs to:**

**Area 9: Responds to contexts that shape practice.**

- Meeting expectations for competence
- Making expected progress toward competence
- Making less than expected progress toward competence
- Not making progress toward competence

**Student needs to:**

**Area 10: Engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.**

- Meeting expectations for competence
- Making expected progress toward competence
- Making less than expected progress toward competence
- Not making progress toward competence

**Student needs to:**

**4. Additional Comments**

Field Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Field Liaison Signature \_\_\_\_\_ Date \_\_\_\_\_

**SUNY Fredonia Social Work Program**  
 Field Practicum Evaluation Form  
 AY \_\_\_\_\_

Student: \_\_\_\_\_  
 Field Instructor: \_\_\_\_\_  
 Faculty Liaison: \_\_\_\_\_

**Directions:** Please assess the level of competence your student demonstrates for each area. For each section of competencies, please tell us your evaluation by placing an X or a checkmark in the appropriate column: does not demonstrate competence, moving toward competence, inconsistently demonstrates competence, consistently demonstrates competence expected of a “ready-to-hire” entry-level BSW, Exceeds “ready-to-hire” competence. Write in any comments – if space is an issue, please use the back or the summary narrative section.

At the end of competency evaluation section, there is a table asking you to do a summary assessment of each core competency. Space for a summary narrative statement follows that section.

**Part I: Core Competence Areas**

**Competency (COMP) 1: Identifies as a professional social worker and conduct oneself accordingly.**

<b>Assessed Behaviors/Knowledge</b>	<b>Does not Demonstrate Competence</b>	<b>Moving toward Competence</b>	<b>Inconsistently Demonstrates Competence</b>	<b>Consistently Demonstrates Entry-level BSW Competence</b>	<b>Exceeds “ready-to-hire” Competence</b>
Knows the mission and core values of the profession					
Promotes the profession of social work through their practice					
Advocates for Client Access to services					
Attends to professional growth and development					
Practices personal reflection and self-correction					
Attends to professional roles and boundaries					
Demonstrates professional demeanor in behavior, appearance and communication					
Engages in self-directed learning and other attributes of a life-long learner.					
Uses supervision and consultation					

**Comments:**

**Competency (COMP) 2: Applies social work ethical principles to guide professional practice.**

<b>Assessed Behaviors/Knowledge</b>	<b>Does not Demonstrate Competence</b>	<b>Moving toward Competence</b>	<b>Inconsistently Demonstrates competence</b>	<b>Consistently Demonstrates Entry-level BSW Competence</b>	<b>Exceeds "ready-to-hire" Competence</b>
Knows the NASW Code of Ethics					
Recognizes and manages personal values to allow professional practice to guide practice					
Attends to professional role and boundaries					
Applies NASW Code of Ethics in decision making					
Tolerates ambiguity in resolving ethical conflicts					
Applies strategies of ethical reasoning to arrive at principled decisions					

**Comments:**

**Competency (COMP) 3: Applies critical thinking to inform and communicate professional judgments.**

<b>Assessed Behaviors/Knowledge</b>	<b>Does not Demonstrate Competence</b>	<b>Moving toward Competence</b>	<b>Inconsistently Demonstrates competence</b>	<b>Consistently Demonstrates Entry-level BSW Competence</b>	<b>Exceeds "ready-to-hire" Competence</b>
Knowledgeable about scientific inquiry and reasoned discernment.					
Synthesizes multiple sources of knowledge and information appropriately					
Uses critical thinking augmented by creativity and curiosity					
Analyzes data objectively and logically					
Analyzes models of assessment,					

prevention, intervention and evaluation					
Applies logic to decision making					
Demonstrates effective oral and written communication					

**Comments:**

**Competency (COMP 4): Engages diversity and difference in practice.**

<b>Assessed Behaviors/Knowledge</b>	<b>Does not Demonstrate Competence</b>	<b>Moving toward Competence</b>	<b>Inconsistently Demonstrates competence</b>	<b>Consistently Demonstrates Entry-level BSW Competence</b>	<b>Exceeds "ready-to-hire" Competence</b>
Understands the Dimensions of diversity					
Knowledgeable about the role of culture, cultural structures and values in oppression, marginalization and alienation.					
Knowledgeable about cultural and other mechanisms behind privilege and power.					
Is self-aware, especially related to self in relation to diversity issues and personal bias					
Engages in culturally competent practice by viewing self as learner					
Understands role of diversity in formation of identity					
Works with others without bias					
Communicates respect and understanding of difference					
Allows client system to be the expert, the informant					

**Comments:**

**Competency (COMP) 5: Advances human rights and social and economic justice.**

<b>Assessed Behaviors/Knowledge</b>	<b>Does not Demonstrate Competence</b>	<b>Moving toward Competence</b>	<b>Inconsistently Demonstrates competence</b>	<b>Consistently Demonstrates Entry-level BSW Competence</b>	<b>Exceeds "ready-to-hire" Competence</b>
Understands global, national and local human rights issues					
Understands and recognizes the forms and mechanisms of oppression and discrimination					
Understands strategies to promote human and civil rights					
Advocates for human rights					
Advocates for social and economic justice					
Advocates for civil rights					
Practice advances social and economic justice					

**Comments:**

**Competency (COMP) 6: Engages in research-informed practice and practice-informed research.**

<b>Assessed Behaviors/Knowledge</b>	<b>Does not Demonstrate Competence</b>	<b>Moving toward Competence</b>	<b>Inconsistently Demonstrates competence</b>	<b>Consistently Demonstrates Entry-level BSW Competence</b>	<b>Exceeds "ready-to-hire" Competence</b>
Conducts evidence-based assessment with client systems					
Reads and understands research related to practice					
Uses research evidence to inform practice					
Uses practice experience to inform scientific inquiry					

**Comments:**

**Competency (COMP) 7: Applies knowledge of human behavior and the social environment.**

<b>Assessed Behaviors/Knowledge</b>	<b>Does not Demonstrate Competence</b>	<b>Moving toward Competence</b>	<b>Inconsistently Demonstrates competence</b>	<b>Consistently Demonstrates Entry-level BSW Competence</b>	<b>Exceeds "ready-to-hire" Competence</b>
Knowledgeable about lifespan development					
Knowledgeable about social forces and their impact on individuals					
Understands social systems					
Understands complexity of process that promote, maintain and achieve health and well-being					
Applies person and environment perspective to assessment					
Applies person and environment perspective to intervention					
Utilizes conceptual frameworks to guide processes of assessment, intervention and evaluation					
Critiques and applies knowledge to understand person and environment					

**Comments:**

**Competency (COMP) 8: Engages in policy practice to advance social and economic well-being and to deliver effective social work services.**

<b>Assessed Behaviors/Knowledge</b>	<b>Does not Demonstrate Competence</b>	<b>Moving toward Competence</b>	<b>Inconsistently Demonstrates competence</b>	<b>Consistently Demonstrates Entry-level BSW Competence</b>	<b>Exceeds "ready-to-hire" Competence</b>
Knowledgeable about current policies					
Knowledgeable about current services					
Understands how policies impact client systems					
Understands policies impacting service delivery					
Understands how policy is formulated					
Analyzes policy					
Advocates for just social policies					
Collaborates in effective policy and social action					

**Comments:**

**Competency (COMP) 9: Responds to contexts that shape practice.**

<b>Assessed Behaviors/Knowledge</b>	<b>Does not Demonstrate Competence</b>	<b>Moving toward Competence</b>	<b>Inconsistently Demonstrates competence</b>	<b>Consistently Demonstrates Entry-level BSW Competence</b>	<b>Exceeds "ready-to-hire" Competence</b>
Understands the social contexts that shape practice					
Understands the community contexts that shape practice					
Understand the organizational contexts that shape practice					
Consciously scans the environment for changing environmental contexts					
Adapts and attends to changing environmental contexts					
Adapts and attends to changing organizational contexts					
Promotes sustainable changes in service delivery					
Works to improve the quality of social service delivery					

**Comments:**

**Competency (COMP) 10: Engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.**

<b>Assessed Behaviors/Knowledge</b>	<b>Does not Demonstrate Competence</b>	<b>Moving toward Competence</b>	<b>Inconsistently Demonstrates competence</b>	<b>Consistently Demonstrates Entry-level BSW Competence</b>	<b>Exceeds “ready-to-hire” Competence</b>
<b>KNOWLEDGE SUB-AREA</b>					
Knowledgeable about generalist problem solving with individuals					
Knowledgeable about generalist problem solving with families					
Knowledgeable about generalist problem solving with groups					
Knowledgeable about generalist problem solving with communities					
Knowledgeable about identifying, analyzing and implementing evidence-based interventions.					
Knowledgeable about using research, technology in practice					
Knowledgeable about evaluating program outcomes and practice effectiveness					
Knowledgeable about promoting social and economic justice					
Knowledgeable about developing, analyzing, advocating and providing leadership for policies and services					
Knowledgeable about oral and written communication skills in practice					
Knowledgeable about interacting with and attending to client systems					
<b>PRACTICE AREA</b>					
Engages in generalist problem solving with individuals and/or families					
Engages in generalist problem solving with or within groups					
Engages in generalist problem solving with organizations and communities, including policy practice					

Engages client system to work on mutually agreed upon work and outcomes					
Collects data					
Organizes and interprets data appropriately					
Assesses for client's strengths and limitations					
Develops mutually agreed upon intervention goals and objectives					
Selects appropriate interventions					
Initiates action to implement organizational goals					
Implements prevention interventions that enhance client capacities					
Helps clients resolve problems					
Enacts appropriate social work intervention roles					
Negotiates, mediates and Advocates for clients					
Facilitates transitions and endings					
Monitors and analyzes interventions					
Evaluates interventions.					
<b>SKILL AREA</b>					
Uses empathy and other interpersonal skills to develop relationships					
Actively Listens					
Interviews appropriately to the setting					
Uses multiple techniques with a guided conversation or interview					
Speaks well in public					
Facilitates group process					
Observes appropriate keys within the helping context					
Uses communication skills to develop relationships					

**Comments:**

**Summary Assessment**

Please rate the following statements by placing an 'X' or a checkmark in the box that best represents your assessment of your Field Student's mastery of the listed competency.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. This field student identifies as a professional social worker and conducts oneself accordingly.					
2. This field student applies social work ethical principles to guide professional practice					
3. This field student applies critical thinking to inform and communicate professional judgments.					
4. This field student engages diversity and difference in practice.					
5. This field student advances human rights and social and economic justice.					
6. This field student engages in research-informed practice and practice-informed research.					
7. This field student applies knowledge of human behavior and the social environment.					
8. This field student engages in policy practice to advance social and economic well-being and to deliver effective social work services.					
9. This field student responds to contexts that shape practice.					
10. This field student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.					

**Comments:**

**Part III: Additional Comments and Summary Assessment:**

Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Faculty Liaison Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SUNY Fredonia Social Work Program**  
**Finalizing the Competency Portfolio: Field Practicum and Final Directions**

Up until this time, you have collected exercises and assignments created by the faculty for your Competency Portfolio. To finish the Competency portfolio process, you are now asked to collect evidence of what you have done in practicum that shows you understand and have mastered the CSWE core competencies. In general, your evidence needs to be ‘things’ you’ve created or done that support your own evaluation of self in each of the competencies. And, everyone’s evidence will be different so it is truly an individualized effort. You need to collect and maintain your evidence throughout both fall and spring semester with a written assessment/evaluation due in April. Your complete Competency portfolio will be assessed by the social work faculty and must have a grade of Satisfactory for **each** core competency in order for you to graduate.

The Competency Portfolio due in April should be in a binder (or binders) and should be well identified (your name, purpose, etc). It should have the following order:

**1. Final Reflection** – Although listed as the first item in the portfolio, your final reflection should be written after completing your competency portfolio. In this final reflection, write a summary (approx. 3 typed pages) about your SUNY Fredonia Social Work Education. Reflect upon you and what you learned. Just a reminder – place your reflection at the very beginning of your portfolio – it should be the first thing a reader sees before the section called ‘COMP 1’. Within your reflection, answer and discuss the following:

- 1. Am I a prepared generalist social worker who values the principles of service and importance of human relationships in my efforts to maintain and improve the social functioning of individuals, families, groups, organizations, communities and society?*
- 2. Am I a prepared generalist social worker who is a practitioner-researcher: an active, applied social scientist who works to strengthen and improve the well-being of others through my critical and scientific approach and enactment of the generalist problem solving method with systems of all sizes?*
- 3. Am I a prepared generalist social worker who understands and enacts the standards and core principles of the NASW Code of Ethics in my interactions, relationships and decision-making?*
- 4. Am I a prepared generalist social worker who practices ethnic and culturally sensitive social work with diverse populations and who works to eliminate social injustice experienced by oppressed populations?*
- 5. Am I a prepared well-rounded, liberal arts trained generalist social worker who has mastered the CSWE core competencies, especially the skills and mindset needed in the use of the professional self?*
- 6. Am I a prepared generalist social worker who integrates knowledge, values, and skills for competent entry-level professional practice and/or graduate education?*

**2. COMPETENCIES, in order from 1-10** - after the summary reflection, there should be at least 10 tabbed sections of the binder that correspond to the CORE COMPETENCIES (COMP). You can have stand alone tabbed dividers or you can put tabs on the first page of each required FACE SHEET (see following pages). Each COMP section should be ordered in the following manner:

- a. Face sheet:** Each Core Competency has a page on which is a table for a self-evaluation based upon evidence of performance and space to write a reflection/justification of your evaluation. The associated practice behaviors are listed for each Competency as a reminder and guide. You should be able to download this document and type your reflection for each directly onto the sheets. Your reflection can and should integrate all or your evidence, not just what you did in Field. However, the purpose is to have you reflect on how well you **do** social work, not how good a student you are or how you perform in class, so Field evidence should be primary.
- b. Evidence** from your Field Practicum: After the Face sheet, you must put the evidence you use to support your evaluation (what you checked in the box and what you wrote). **Please note** that the first piece of evidence after the face sheet in **COMP 1: Professional Identity** should be an updated and improved version of your SOCW 370 resume which incorporates Field and any other new information.

c. Evidence from required social work courses: After the Field evidence place the homework and course portfolio assignments from your required social work courses in the appropriate COMP section. You can and should integrate discussion of your previous social work course assignments into your reflection/evaluation. You were asked to collect it for this reason. The discussion of this previous coursework cannot constitute the majority of evidence for your evaluation/reflection.

**3. Other Supporting Evidence**– after the 10 competencies you can have other sections which, if included, also need to be tabbed. The other section or sections can present work done in any non- required social work class or classes which you feel help support your evaluation of your work and/or you ability within the competency areas. This “other” work can be discussed in your written evaluation but it is not considered strong “social work” evidence. However, some of this coursework has made you stronger and, perhaps, given you expertise so please include it. And, please, make sure you clearly reference what course this evidence was produced in both in your discussion and in the “other” section.

**Other advice:**

1. One piece of complex evidence may show several competence areas. For example, a genogram can be used to support person-in-environment, analyzes data, and uses conceptual frameworks. One reflection log might be used to support many areas. If used in different sections a copy must be in both places unless you clearly tell the reader how to easily find it in the other section.
2. Evidence can come from both semesters of Field. Often the Spring evidence is stronger than that from the Fall semester. Evidence can also come from seminar assignments and any other Field assignments like your workshops, observations, process recordings and Fall portfolio assignments. The majority of Field evidence should be from your experiences in, and/or through, your agency.
3. You need to type your written support of your evaluation on the Face sheet. You should try to keep the written support to your to two pages. However, that is just a suggested guideline. A concise, tightly written evaluation is preferred.
4. Competence for the Evaluation table is defined as: integrating the appropriate knowledge, skill and values in the enactment of social work practice with social systems of all sizes. It means knowing, owning and doing.
5. You do need substantial evidence and a strong justification to support a high self-rating.
6. Your portfolio will be assessed in April by the social work faculty and you must have a grade of Satisfactory for each core competency in order to graduate so talk with your Field Liaison and your advisor when you have questions, doubts, etc.
7. Even though it is the first real written piece of your portfolio, your summary reflection should be the LAST thing you produce.

**COMP 1: Identifies as a professional social worker and conduct oneself accordingly.**

Associated practice behaviors:

- Knows the mission and core values of the profession
- Promotes the profession of social work through their practice
- Advocates for Client Access to services
- Attends to professional growth and development
- Practices personal reflection and self-correction
- Attends to professional roles and boundaries
- Demonstrates professional demeanor in behavior, appearance and communication
- Engages in self-directed learning and other attributes of a life-long learner
- Uses supervision and consultation

**a. Rate your level of Competency by checking the appropriate box below the described criteria.**

I do not have Competence	Moving Toward Competence (but don't have it yet)	Can show competence but I'm inconsistent	I consistently show competence in this area.	I consistently show competence, and compared to what is expected of a "new" social worker, I <b>exceed</b> expectations

**b. Reflection:** Reflect upon how well you meet this Core Competency. Discuss your strengths and weaknesses and support your statements by discussing the evidence (documentation, artifacts created by you, samples etc.) you've decided to include from your Field Practicum experience and from your other social work courses. Your evidence and explanation should support your self-rating. (Remember to place your updated resume first in your presentation of evidence).

**COMP 2: Applies social work ethical principles to guide professional practice**

Associated practice behaviors:

- Knows the NASW Code of Ethics
- Recognizes and manages personal values to allow professional practice to guide practice
- Attends to professional role and boundaries
- Applies NASW Code of Ethics in decision making
- Tolerates ambiguity in resolving ethical conflicts
- Applies strategies of ethical reasoning to arrive at principled decisions

**a. Rate your level of Competency by checking the appropriate box below the described criteria.**

I do not have Competence	Moving Toward Competence (but don't have it yet)	Can show competence but I'm inconsistent	I consistently show competence in this area.	I consistently show competence, and compared to what is expected of a "new" social worker, I <b>exceed</b> expectations

**b. Reflection:** Reflect upon how well you meet this Core Competency. Discuss your strengths and weaknesses and support your statements by discussing the evidence (documentation, artifacts created by you, samples etc.) you've decided to include from your Field Practicum experience and from your other social work courses. Your evidence and explanation should support your self-rating.

**COMP 3: Applies critical thinking to inform and communicate professional judgments.**

Associated practice behaviors:

- Knowledgeable about scientific inquiry and reasoned discernment.
- Synthesizes multiple sources of knowledge and information appropriately
- Uses critical thinking augmented by creativity and curiosity
- Analyzes data objectively and logically
- Analyzes models of assessment, prevention, intervention and evaluation
- Applies logic to decision making
- Demonstrates effective oral and written communication

**a. Rate your level of Competency by checking the appropriate box below the described criteria.**

I do not have Competence	Moving Toward Competence (but don't have it yet)	Can show competence but I'm inconsistent	I consistently show competence in this area.	I consistently show competence, and compared to what is expected of a "new" social worker, I <b>exceed</b> expectations

**b. Reflection:** Reflect upon how well you meet this Core Competency. Discuss your strengths and weaknesses and support your statements by discussing the evidence (documentation, artifacts created by you, samples etc.) you've decided to include from your Field Practicum experience and from your other social work courses. Your evidence and explanation should support your self-rating.

**COMP 4: Engages diversity and difference in practice.**

Associated practice behaviors:

- Understands the Dimensions of diversity
- Knowledgeable about the role of culture, cultural structures and values in oppression, marginalization and alienation
- Knowledgeable about the role of culture, cultural structures and values in oppression, marginalization and alienation
- Knowledgeable about cultural and other mechanisms behind privilege and power
- Is self-aware, especially related to self in relation to diversity issues and personal bias
- Engages in culturally competent practice by viewing self as learner
- Understands role of diversity in formation of identity
- Works with others without bias
- Communicates respect and understanding of difference
- Allows client system to be the expert, the informant

**a. Rate your level of Competency by checking the appropriate box below the described criteria.**

I do not have Competence	Moving Toward Competence (but don't have it yet)	Can show competence but I'm inconsistent	I consistently show competence in this area.	I consistently show competence, and compared to what is expected of a "new" social worker, I <b>exceed</b> expectations

**b. Reflection:** Reflect upon how well you meet this Core Competency. Discuss your strengths and weaknesses and support your statements by discussing the evidence (documentation, artifacts created by you, samples etc.) you've decided to include from your Field Practicum experience and from your other social work courses. Your evidence and explanation should support your self-rating.

**COMP 5: Advances human rights and social and economic justice.**

Associated practice behaviors:

- Understands global, national and local human rights issues
- Understands and recognizes the forms and mechanisms of oppression and discrimination
- Understands strategies to promote human and civil rights
- Advocates for human rights
- Advocates for social and economic justice
- Advocates for civil rights
- Practice advances social and economic justice

**a. Rate your level of Competency by checking the appropriate box below the described criteria.**

I do not have Competence	Moving Toward Competence (but don't have it yet)	Can show competence but I'm inconsistent	I consistently show competence in this area.	I consistently show competence, and compared to what is expected of a "new" social worker, I <b>exceed</b> expectations

**b. Reflection:** Reflect upon how well you meet this Core Competency. Discuss your strengths and weaknesses and support your statements by discussing the evidence (documentation, artifacts created by you, samples etc.) you've decided to include from your Field Practicum experience and from your other social work courses. Your evidence and explanation should support your self-rating.

**COMP 6: Engages in research-informed practice and practice-informed research.**

Associated practice behaviors:

- Conducts evidence-based assessment with client systems
- Reads and understands research related to practice
- Uses research evidence to inform practice
- Uses practice experience to inform scientific inquiry

**a. Rate your level of Competency by checking the appropriate box below the described criteria.**

I do not have Competence	Moving Toward Competence (but don't have it yet)	Can show competence but I'm inconsistent	I consistently show competence in this area.	I consistently show competence, and compared to what is expected of a "new" social worker, I <b>exceed</b> expectations

**b. Reflection:** Reflect upon how well you meet this Core Competency. Discuss your strengths and weaknesses and support your statements by discussing the evidence (documentation, artifacts created by you, samples etc.) you've decided to include from your Field Practicum experience and from your other social work courses. Your evidence and explanation should support your self-rating.

**COMP 7: Applies knowledge of human behavior and the social environment.**

Associated practice behaviors:

- Knowledgeable about lifespan development
- Knowledgeable about social forces and their impact on individuals
- Understands social systems
- Understands complexity of process that promote, maintain and achieve health and well-being
- Applies person and environment perspective to assessment
- Applies person and environment perspective to intervention
- Utilizes conceptual frameworks to guide processes of assessment, intervention and evaluation
- Critiques and applies knowledge to understand person and environment

**a. Rate your level of Competency by checking the appropriate box below the described criteria.**

I do not have Competence	Moving Toward Competence (but don't have it yet)	Can show competence but I'm inconsistent	I consistently show competence in this area.	I consistently show competence, and compared to what is expected of a "new" social worker, I <b>exceed</b> expectations

**b. Reflection:** Reflect upon how well you meet this Core Competency. Discuss your strengths and weaknesses and support your statements by discussing the evidence (documentation, artifacts created by you, samples etc.) you've decided to include from your Field Practicum experience and from your other social work courses. Your evidence and explanation should support your self-rating.

**COMP 8: Engages in policy practice to advance social and economic well-being and to deliver effective social work services.**

Associated practice behaviors:

- Knowledgeable about current policies
- Knowledgeable about current services
- Understands how policies impact client systems
- Understands policies impacting service delivery
- Understands how policy is formulated
- Analyzes policy
- Advocates for just social policies
- Collaborates in effective policy and social action

**a. Rate your level of Competency by checking the appropriate box below the described criteria.**

I do not have Competence	Moving Toward Competence (but don't have it yet)	Can show competence but I'm inconsistent	I consistently show competence in this area.	I consistently show competence, and compared to what is expected of a "new" social worker, I <b>exceed</b> expectations

**b. Reflection:** Reflect upon how well you meet this Core Competency. Discuss your strengths and weaknesses and support your statements by discussing the evidence (documentation, artifacts created by you, samples etc.) you've decided to include from your Field Practicum experience and from your other social work courses. Your evidence and explanation should support your self-rating.

**COMP 9: Responds to contexts that shape practice.**

Associated practice behaviors:

- Understands the social contexts that shape practice
- Understands the community contexts that shape practice
- Understand the organizational contexts that shape practice
- Consciously scans the environment for changing environmental contexts
- Adapts and attends to changing environmental contexts
- Adapts and attends to changing organizational contexts
- Promotes sustainable changes in service delivery
- Works to improve the quality of social service delivery

**a. Rate your level of Competency by checking the appropriate box below the described criteria.**

I do not have Competence	Moving Toward Competence (but don't have it yet)	Can show competence but I'm inconsistent	I consistently show competence in this area.	I consistently show competence, and compared to what is expected of a "new" social worker, I <b>exceed</b> expectations

**b. Reflection:** Reflect upon how well you meet this Core Competency. Discuss your strengths and weaknesses and support your statements by discussing the evidence (documentation, artifacts created by you, samples etc.) you've decided to include from your Field Practicum experience and from your other social work courses. Your evidence and explanation should support your self-rating.

**COMP 10: Engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.**

Associated practice behaviors:

**KNOWLEDGE SUB-AREA**

Knowledgeable about generalist problem solving with individuals  
Knowledgeable about generalist problem solving with families  
Knowledgeable about generalist problem solving with groups  
Knowledgeable about generalist problem solving with communities  
Knowledgeable about identifying, analyzing and implementing evidence-based interventions.  
Knowledgeable about using research, technology in practice  
Knowledgeable about evaluating program outcomes and practice effectiveness  
Knowledgeable about promoting social and economic justice  
Knowledgeable about developing, analyzing, advocating and providing leadership for policies and services  
Knowledgeable about oral and written communication skills in practice  
Knowledgeable about interacting with and attending to client systems

**PRACTICE AREA**

Engages in generalist problem solving with individuals and/or families  
Engages in generalist problem solving with or within groups  
Engages in generalist problem solving with organizations and communities, including policy practice  
Engages client system to work on mutually agreed upon work and outcomes  
Collects data  
Organizes and Interprets data appropriately  
Assesses for client's strengths and limitations  
Develops mutually agreed upon intervention goals and objectives  
Selects appropriate interventions  
Initiates Action to implement organizational goals  
Implements prevention interventions that enhance client capacities  
Helps clients resolve problems  
Enacts appropriate social work intervention roles  
Negotiates, Mediates and Advocates for clients  
Facilitates transitions and endings  
Monitors and Analyzes interventions  
Evaluates interventions

**SKILL AREA**

Uses empathy and other interpersonal skills to develop relationships  
Actively Listens  
Interviews appropriately to the setting  
Uses multiple techniques with a guided conversation or interview  
Speaks well in public  
Facilitates Group process  
Observes appropriate keys within the helping context  
Uses communication skills to develop relationships

**a. Rate your level of Competency by checking the appropriate box below the described criteria.**

I do not have Competence	Moving Toward Competence (but don't have it yet)	Can show competence but I'm inconsistent	I consistently show competence in this area.	I consistently show competence, and compared to what is expected of a "new" social worker, I <b>exceed</b> expectations

**b. Reflection:** Reflect upon how well you meet this Core Competency. Discuss your strengths and weaknesses and support your statements by discussing the evidence (documentation, artifacts created by you, samples etc.) you've decided to include from your Field Practicum experience and from your other social work courses. Your evidence and explanation should support your self-rating.

## Evidence Based Practice Policies (EBP policies)

### EBP 1: Student Research

All students are required to apply Evidence Based Practice knowledge and skills in their practice of generalist social work, including assessment, case evaluation and program evaluation. Students may be required to complete a research project relevant to their practicum experience. Any research involving human subjects must follow the SUNY Fredonia Human Subjects Review policy (printed below)

#### Campus Policy on the Use of Human Subjects-taken from

<http://www.fredonia.edu/sponsoredprograms/humansubjects.asp>

#### A. When to Submit a Protocol to the Institutional Review Board for the Protection of Human Subjects

The protection of human subjects is paramount. All research must employ procedures designed to minimize the risk of physical, psychological or social harm to subjects. The ultimate responsibility for assuring such protection resides with the investigator. Responsibility also resides with the investigator's department chairperson and the Human Subjects Review Committee (HSRC). A research project involving the use of human subjects including one that is conducted in conjunction with a university course may require review by the department chairperson and the HSRC before it can be conducted.

The responsibility for submission of requests for review of a research project is the responsibility of the investigator. Investigators should use the following three categories of research activities as a guideline for determining the extent of HSRC. Questions concerning the classification of a particular study into one of these three categories should be directed to the chair of the HSRC.

#### CATEGORY I - Exempt Research (No HSRC review required)

Investigators who feel their projects fall under this category ***must contact the chair of the HSRC for determination of exemption.***

1. Projects involving collection of data through the use of opinion surveys, questionnaires or interviews (e.g. SOFIS, marketing surveys, exit interviews) for which response is voluntary and completely anonymous. When data gathered concern issues of personal sensitivity (e.g., drug use, criminal behavior, sexual behavior), investigators should file a memorandum with the HSRC which briefly describes the nature of the project and explains how anonymity will be guaranteed at least one week before commencing with the project.
2. Projects limited to activities involving normal educational practices in commonly accepted educational settings (e.g., in-class demonstration studies, laboratory exercises, studies of curriculum or teaching strategies). Usually any study which requires that subjects be removed from their normal classroom situation for testing is not exempt.
3. Projects limited to the observation of public behavior for which anonymity of subjects is maintained.
4. Projects limited to the examination and analysis of existing data or specimens so long as these are publicly available and individual subjects will not be identified in any report of the research.

## **CATEGORY II - Research Activities Subject to Expedited Review**

The project does not meet the criteria for Category I and involves no more than minimal risk to the subject. Minimal risk is defined as "the risks of harm, anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests" (HHS regulations). Projects that require expedited review include the following:

1. Most laboratory investigations of cognition, perception, social behavior and personality.
2. Any long term investigation of the same individuals where identifying information (including coding schemes) must be maintained with the subject's data.
3. Studies that require the examination of existing data or specimens that are not publicly available.
4. Studies involving the collection of voice or video recordings.
5. Studies of healthy individuals involved in moderate exercise.

## **CATEGORY III - Research Activities Subject to Full HSRC Review**

1. Projects that do not meet the criteria for Category II because subjects will be exposed to more than minimal risk (e.g., use of invasive techniques or unusual therapeutic techniques such as hypnosis).
2. Projects requiring the use of deception.
3. Projects requiring the use of subjects from populations in need of special protection (e.g., prisoners, individuals with disabilities, pregnant women, and children).

### **B. The HSRC Review Process**

Many exempt projects can be conducted without full HSRC review, but require the filing of a memorandum with the HSRC one week before data collection begins. In these cases, the chair of the HSRC and a designated member of the Committee will evaluate the effectiveness of procedures designed to maintain the anonymity of subjects. If these procedures are not deemed adequate, then specific changes for improving the protection of anonymity will be requested or the investigator will be asked to submit a protocol for HSRC review.

If your project requires expedited or full review, then you must submit a protocol to the HSRC. Ordinarily, it takes at least three weeks to complete an expedited review. The expedited review is done by mail ballot. Each member of the HSRC receives a copy of your protocol for review. Members are allowed 3 weeks to register any concerns or objections they might have to the manner in which human subjects will be used. Concerns or objections can often be dealt with by having the investigator respond to the specific concerns. If the concerns/objections warrant, a full HSRC review may be conducted.

Full HSRC review includes a formal hearing during which the HSRC members may ask questions directly of the investigators about the need for the planned use of human subjects. During the hearing, investigators may amend their proposal in response to concerns of HSRC members. After the hearing, members of the HSRC vote to either approve or disapprove the proposed project.

### **C. How to Prepare a Protocol**

In order for the HSRC to have adequate information on which to base their review of a proposed project, the investigator or instructor submitting a proposal must attach a written description of the project. This description must at a minimum specify the following:

1. The purpose and significance of the project including a statement of hypotheses to be tested and an indication of the theoretical, biomedical, and/or social significance of potential findings.
2. A description of the population of human subjects that will be used and a description of the procedures that will be used for recruiting subjects, for obtaining informed consent (a copy of the proposed informed consent form must be attached), for assuring the confidentiality of their data and for debriefing them.
3. A description of the materials to which subjects will be exposed during the course of the study, procedures for conducting the study, and a description of the independent and dependent variables under study.

### **D. Additional Policies**

1. All communications with the HSRC should be submitted to the Research Services Office.
2. Approved protocols are good for a period of one year. If a project continues beyond one year and the investigator/instructor has not made any significant changes in the procedures outlined in the original protocol, a memorandum requesting reapproval is all that must be submitted. Any significant change requires a new review by the HSRC.
3. Informed consent forms must be retained by the investigator/instructor for a period of not less than three years following the termination of the project.
4. At any point during the project, problems arising from the use of human subjects must be reported to the HSRC.
5. Within thirty (30) days of the conclusion of data collection on an approved project, a memorandum must be filed with the HSRC indicating project termination and specifying any difficulties that occurred with the use of human subjects.

### **E. Student Research**

All student investigators must have a University supervisor who is responsible for insuring that all procedures of the approval are complied with by the investigator. The faculty supervisor must sign the proposal certifying that the project is under his/her supervision.

Class projects may be reviewed as one proposal, at the discretion of the instructor. If the entire class is not using the same procedure, each student or group of students using a different procedure must submit the required information, but the class project will still be considered one proposal.

In general, it is advisable for students to select research projects which are exempt (Category I) or eligible for "expedited review" (Category II). In this way, approval for the projects will take very little time. Students are not, however, prohibited from conducting research in Category III, but additional time may be required to

obtain approval from the full HSRC. In all cases, it is the responsibility of the instructor to ensure that students use only approved procedures.

To further expedite the approval of class projects, the instructor can obtain approval before the semester begins under two circumstances: 1) if all of the students are using the same procedure (e.g., a class survey) and the instructor has established the procedures before the class starts, or 2) the instructor submits a list of alternative procedures for approval and the students are to choose one from the list.

Projects conducted as instructional demonstrations where subjects are not solicited from outside the classroom generally do not need to be reviewed. Care should be taken, however, to protect the rights and welfare of students who act as subjects.

## **F. Informed Consent**

"Informed consent" means the knowing consent of an individual, or his/her legally authorized representative, who is able to exercise free power of choice without undue inducement or any form of force, fraud, deceit, duress or other form of constraint or coercion. An investigator shall seek consent under the following circumstances:

1. Sufficient opportunity is provided to the prospective subject, or his/her representative, to consider whether or not to participate;
2. The possibility of coercion or undue influence is minimized;
3. The information that is given to the prospective subject, or his/her representative, shall be in language understandable to the subject or representative; and
4. The subject, or his/her representative, cannot be made to waive or appear to waive any of his/her legal rights, or release or appear to release the investigator, the sponsor, the institution or its agents from liability for negligence.

Basic elements of information necessary to such consent are:

1. A statement that the study involves research, an explanation of the purpose of the research and the expected duration of the subject's participation and a description of the procedures to be followed;
1. A description of any foreseeable risks or discomforts to the subject;
2. A statement describing the extent to which confidentiality of records identifying the subjects will be maintained;
3. An explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights;
4. A statement that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled and the subject may discontinue participation at any time.

In projects where subjects are determined to be at risk, the actual procedure utilized in obtaining "legally effective informed consent" must be fully documented. This is accomplished by using a written consent form embodying all of the elements of information required for the project. The consent form must be read by or

to the subject or his/her legally authorized representative and signed by the person giving consent. A copy of the consent form should be given to the person signing the form and the signed form must be maintained in the investigator's files for an indefinite period of time following the completion of the study.

The HSRC has available sample forms which can be used as a guide in preparing the consent form that will actually be used in a research project or activity. **PLEASE NOTE** that the final form that will be administered to subjects must first be approved by the HSRC before it can be legally administered.

In some cases, the HSRC may approve a consent procedure which does not include, or which alters some or all of the elements of informed consent or may entirely waive the requirement to obtain informed consent. In rare cases, where these procedures will surely invalidate important objectives of a project, HSRC approval of modified procedures may be sought. Some research projects may require more restrictive policies as determined by the HSRC.

### Application for Review Guidelines

In order to protect the subjects, the investigator, and the institution, all applicants for the use of human subjects must answer in detail the following questions concerning their project. TAKE THIS SERIOUSLY – we do.

1. Describe qualifications and relevant experience of the principal investigator(s). In the case of student investigators, describe relevant experiences and how faculty sponsor(s) will assure compliance with the regulations governing the use of human subjects. Attach a copy of vitae of Principal Investigator and faculty sponsor (if appropriate).

*Tell us who you are, what you are studying, who your faculty sponsors are as well as any Field Supervisors or other individuals you will be working with.*

2. Provide a brief statement of specific goals and objectives concerning the purpose of the proposed activity.

*This is a summary of the research what you will do and what you expect to find. For example, if utilizing a particular therapy with a specific type of client, do you expect that it will be more or less effective than other therapies? How might this impact your professional work with the client population?*

3. Describe the characteristics of the subject population, such as their anticipated number, age ranges, sex, ethnic background, and health status. Identify the criteria for inclusion or exclusion. Explain the rationale for the use of special classes of subjects such as pregnant women, children, mentally retarded or disabled individuals, prisoners or others who are likely to be vulnerable.

*Give the HSRC an idea of the client population (or, in the case of a records, what the client population records will be). Ages are particularly important, given protected classes of human subjects. Is there a specific reason why you will only work with a specific gender in your study? A specific age? Ethnic background? If a "protected population" is to be involved in your study, explain why.*

4. For individually identifiable living human subjects, identify sources of research materials (interview, specimens, records, or other data, etc.) and identify use to which information gathered is to be put, as research only; research and treatment; teaching, etc.

*This addresses methodology. How will you go about your study? What methods will you use? What information are you gathering and how will you use it? BE AS SPECIFIC AS POSSIBLE. Remember, the HSRC*

*only has what you give them to make a determination – they have not been living with the project the way you have!*

5. Describe plans for the recruitment of subjects and the consent procedures to be followed, including the circumstances under which Consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects and the method of documenting consent. The consent form must have Human Subject Review Committee approval.

*This is a particularly important area for the protection of human subjects. When dealing with individual subjects, individual consent must be obtained. When dealing with records of subjects, there must be a blanket consent permission from the client (usually done at intake as a part of the disclosure or disclaimer). Remember, when using children (individuals under 18), dual consent must be obtained – from the parent of legal guardian AND the child. If the child says no, you're done, even if the parent says yes. Typically, we suggest that the consent be obtained from the child first, then the parent. And, that they are separate forms.*

6. Describe any potential risks - - physical, psychological, social, legal or other – and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

*In this response, you must put yourself into the shoes of the human subject, anticipation ALL possible risks, including such things as stress, discomfort (physical, mental and emotional), and how you will handle such risks. DO NOT make the mistake of shrugging off this question. Think about it carefully. You must anticipate problems and let the HSRC know how you will address them. For example, are you interviewing a crime victim? What if the recall becomes unduly stressful and emotional and the subject becomes hysterical? What will you do?*

7. If the data content to be gathered deals with criminal acts, sexual conduct (and behavior), drug and alcohol use, sensitivity and awareness to potential risks and/or liabilities for the subjects, the investigator and the institution and the precautions planned to minimize risks/liabilities must be described in full.

*Here is the area where you will focus on confidentiality. Deception and disclosure should be addressed here. The human subject has an expectation of privacy from a researcher. How will you insure this? What will you do if the subject discloses criminal behavior? Is the exploration of these sensitive areas and the possible repercussions from that exploration justified in the expected outcome of the research?*

8. Describe the procedures for protecting against or minimizing any potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for insuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to insure the safety of subjects.

*Again, think as if you were the human subject (client). What possible problems are there? How will you deal with them? For example, when dealing with children, if it is a bad day, they may not want to cooperate. What will you do? If you are audio or video-taping subjects, what will happen to these tapes? Does the consent form tell the subject that they will be taped and what will happen to the tapes?*

9. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

*This is fairly evident. If the research will result in more appropriate treatment modalities, etc. then state so and how the results will show that. And, what risk/harm the subject may have to incur to get the results.*

10. Attach a copy of Informed Consent and all survey instruments to be used.

*This is REQUIRED. Not drafts – the real McCoy. Whatever you will be using. And these are carefully read over. Take the appropriate time to proof-read and include all the necessary information.*

## Assessment (AS policies)

### AS 1: Assessment Plan

EPAS 2008 Accreditation Standard 4 requires social work programs to continuously assess their programs. Social Work attempts to do two types of assessment: Outcome and Process. These Methods are described below.

#### **A. OUTCOME ASSESSMENT PLAN:**

The program has always taken a multiple measure approach to outcome assessment. The current approach is measurement of students' competency in the ten CSWE Core Competencies. The result of each individual assessment method is translated into a rating that is compared and contrasted to make meaning. An aggregate table is created to chart outcomes each year and compare against previous years. Some interpolation is made with the old measures of program objectives for comparison to previous years.

##### **a. Final Field Evaluations**

Using a rating scale on the evaluation form, Field Instructors assess how well students have mastered the behaviors associated with each core competency. Each rating has an assigned value that is determined by the faculty prior to the evaluation period. These values are unknown to the Field Instructors. The cumulative score for each program objective is converted into a grade on a scale of 1-10. For each competency the scores for each Field student are added and an average for that competency is calculated and weighed against a benchmark. The "benchmark score" is then inputted into the aggregate chart to compare with other measures.

##### **b. Student and Field Instructor Agree/Disagree Rating of Competencies**

Field Students and Field Instructors are asked whether they thought their student met the Competencies using Agree/Disagree statements. They are asked to check Strongly Agree, Agree, Neither Agree nor disagree, disagree or strongly disagree. These ratings were also given values and then converted into a 1-10 scale and given a "benchmark score" to use in the aggregate comparison.

##### **c. Competency Portfolio: Student and Faculty**

Although listed as a single item, this assessment measure has two sets of data. Students must complete a portfolio supporting claims of mastering the CSWE Core Competencies. They collect evidence from their course work and collect evidence in their Field Practicum. These scores are converted in the manner described in section a. The SUNY Fredonia Field Liaison faculty also evaluate each section of the portfolio using the same instrument. These ratings are averaged and compared against the student ratings. They each are also converted into "benchmark scores" to use in the aggregate comparison.

##### **d. Department Assessment.**

The program also participates in the yearly Department Assessment. The assessment varies from year to year.

## **B. Process Assessment**

Process assessment also takes on a multiple measure approach, however, in this assessment we look for recurring themes about student experiences/perceptions and we do not make inferences from comparing and contrasting the data.

### **a. Senior Exit Survey**

Graduating Seniors are asked to rank usefulness of their required social work courses to their activities in Field Practicum (1=not useful, 5=very useful). Written questions also elicit feedback on a range of experiential issues.

### **b. Portfolio**

Part of the Senior Exit Survey also requires written feedback to questions about the program portfolio process.

### **c. Alumni Survey**

The alumni survey mirrors the Senior Exit survey. Graduates are asked to rank usefulness of their required social work courses to their activities in relation to their post-graduation work experience (1=not useful, 5=very useful). Written questions also elicit feedback on a range of experiential and curriculum issues.

## **AS2: Review of Assessment Data**

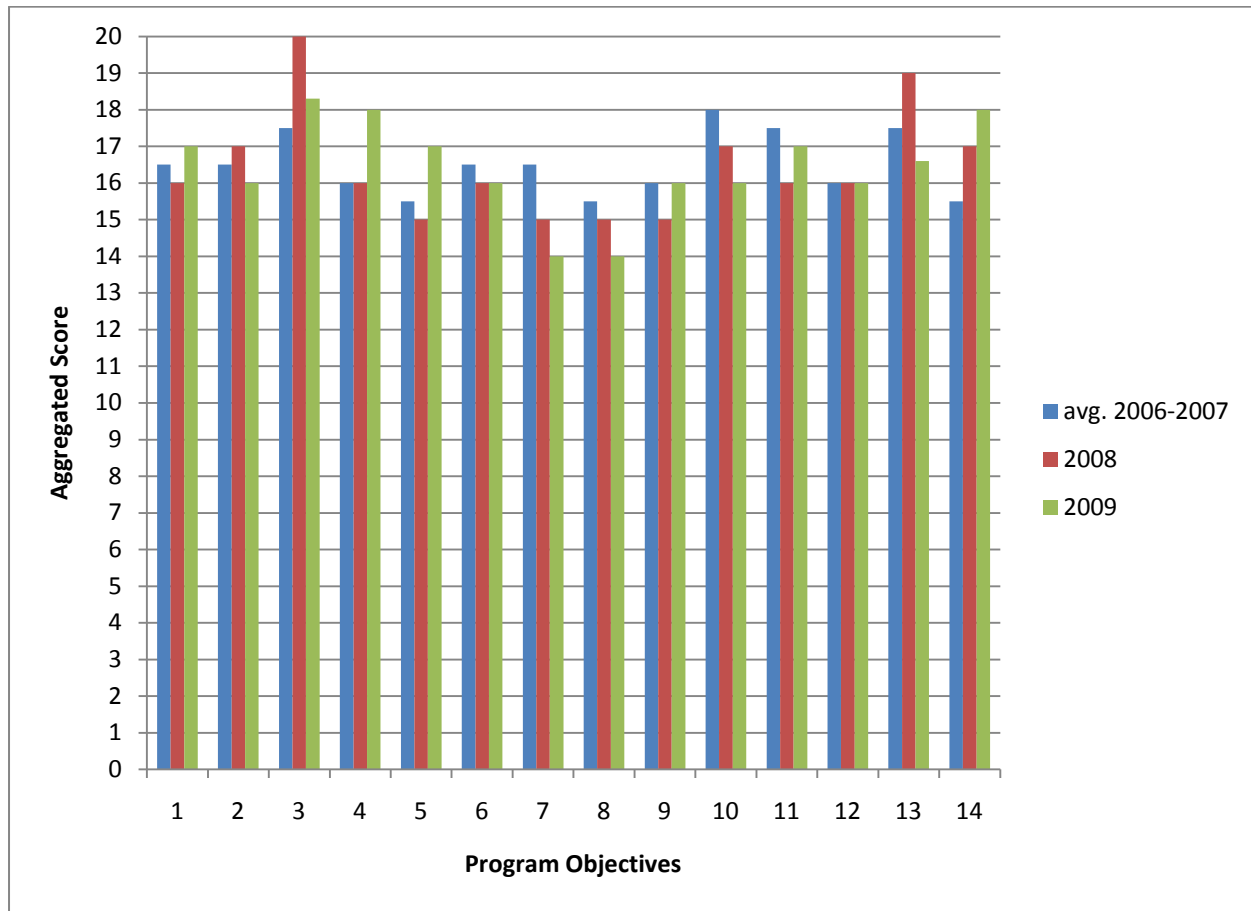
Assessment results are read and discussed at one of the first faculty meetings of the academic year. Faculty then decide upon how to act on the results. Decisions have included continued monitoring, adding content, renewing emphasis on certain content as well as changes to the curriculum and program itself.

## **AS3: Dissemination to Constituents**

A snapshot of the Aggregate results are sent to institutional members and affiliates in an annual newsletter. Field Instructors are sent a copy for inclusion in this section of the Manual.

Assessment Snapshot – updates sent yearly to insert

2009 Snapshot



The 2008-2009 semester was the last semester in which the assessment measured outcomes for each program objective. In 2009, we did define the content and outcomes using the core competencies as we transition to solely measuring the core competencies. As has been historically true, Objective 3 (Diversity) appears to have strength in the assessment data. Content and application in respect to Diversity and Discrimination seems to be a strength. Objective 4 has a stronger result in 2009 than in previous years and may mean that efforts to connect practice with knowledge are showing a positive effect. We will continue to monitor this area of the curriculum. As we are going to a new set of outcome measures, we will monitor content that was formerly assessed in Objectives 5 (History), 7 (HBSE), 8 (Policy), 9 (Research) and 12 (Organizations) closely. We also monitor “use of self” content and application. This has been a main curricular theme as well as objective (Obj 13.), the Portfolios should have revealed abundant evidence of use of self/self awareness but did not. Future assessment efforts will help us understand all of these more before any changes are made.

Objectives 7 (HBSE), and 8 (Policy) continue to demonstrate weakness in comparison to other curriculum areas. HBSE is difficult to understand so we will continue to monitor. In regards to Policy content, we have reconfigured the Senior year courses separating out content in Organizations and Larger systems to see if the application of policy content will mean improvement in this area. Methods III will become Generalist Practice with Individuals, Families and Small Groups. Methods IV will become Generalist Practice with Organizations and Larger Systems.

CSWE EPAS

Council on Social Work 2008 Education Educational Policy and Accreditation Statements can be found at  
<http://www.cswe.org/File.aspx?id=13780>

## Selected Bibliography

- Austin, D. M. (1986). *A history of social work education*. Austin, TX: University of Texas, School of Social Work.
- Campus Compact (2003). *Campus Compact's introduction to service learning toolkit: Readings and resources for faculty*. (2<sup>nd</sup> ed.). Providence, R. I.: Campus Compact.
- Caspi, J. & Reid, W. (1998). The task-centered model for field instructors: An innovative approach. *Journal of Social Work Education*, 34(1), 55-70.
- Congress, E. P. (1999). *Social work values and ethics*. Chicago: Nelson Hall.
- Compton, B., Galaway, B., & Cournoyer, B. (2005). *Social work processes*. (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Dankowski, W. A. (2005). *In the field: A real-life survival guide for the social work internship*. Boston: Allyn & Bacon
- Dettlaff, A. J. (2003). *From mission to evaluation: A field instructor training program*. Alexandria Virginia: Council on Social Work Education
- Devore, W. & Schlesinger, E. G. (1999). *Ethnic-sensitive social work practice*. (5<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Encyclopedia of Social Work* (20<sup>th</sup> ed.). Washington, D.C.: National Association of Social Workers.
- Fortune, A., Mingun, L. & Cavazos, A. (2005). Achievement motivation and outcome in social work field education. *Journal of Social Work Education*, 41(1), 115-130.
- Gambrill, E. & Pruger, R. (1992). *Controversial issues in social work*. Boston: Allyn and Bacon.
- Ginsberg, L. H. (Ed.). (1998). *Social work in rural communities*. (3<sup>rd</sup> ed.). Alexandria, VA: Council on Social Work Education.
- Hendricks, C. O., Finch, J. B. & Franks, C. L. (2005). Learning to teach, teaching to learn: A guide for social work field education. Alexandria, VA: Council on Social Work Education.
- Jansson, B.S. (2003). *Becoming an effective policy advocate: From policy to social justice*. (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Kadushin, A. & Kadushin, G. (1997). *The social work interview: A guide for human service professionals*. (4<sup>th</sup> ed.). New York: Columbia University Press.
- Kemp, S. P., Whittaker, J.K. & Tracy, E. M. (1997). *Person-environment practice: The social ecology of interpersonal helping*. New York: Aldine de Gruyter.
- Kirst-Ashman, K. K. & Hull, G. H. (2002). *Understanding generalist practice*. (3<sup>rd</sup> ed.). Chicago: Nelson-Hall.
- Knight, C. (2001). The process of field instruction: BSW and MSW student's views of effective field supervision. *Journal of Social Work Education*, 37(2), 357-379.
- Loewenberg, F. M. & Dogloff, R. (1996). *Ethical decisions for social work practice*. (5<sup>th</sup> ed.). Itasca, IL: F.E. Peacock.

- Messinger, L. (2004). Out in the field: gay and lesbian social work students' experiences in field placement. *Journal of Social Work Education*, 40(2), 187-205.
- Meyer, C. H. & Mattaini, M.S. (1995). *The foundations of social work practice*. Washington, D.C. NASW Press.
- Miller, J., Kovacs, P. J., Wright, L., Corcoran, J. & Rosenblum, A. (2005). Field education: student and field instructor perceptions of the learning process. *Journal of Social Work Education*, 41(1), 31-146.
- National Association of Social Workers. (1996). *Code of ethics*. Washington, D.C.: Author.
- Parsons, R.J., Jorgensen, J. D. & Hernandez, S. H. (1994). *The integration of social work practice*. Pacific Grove, CA: Brooks/Cole.
- Pillari, V. & Newsome, M. (1998). *Human behavior in the social environment: families, groups, organizations, and communities*. Pacific Grove, CA: Brooks/Cole.
- Regehr, C., Regehr, G., Leeson, J. & Fusco, L. (2002). Setting priorities for learning in the field practicum: A comparative study of students and field instructors. *Journal of Social Work Education*, 38(1), 55-66.
- Reynolds, B. (1965). *Learning and teaching in the practice of social work*. New York: Russell and Russell.
- Rothman, J. C. (2000). *Stepping out into the field: A field work manual for social work students*. Boston: Allyn and Bacon.
- Royse, D., Dhooper, S. S. & Rompf, E. L. (1999). *Field instruction: A guide for social work students*. (3<sup>rd</sup> ed.). New York: Longman.
- Saleeby, D. (Ed.). (1997). *The strengths perspective in social work practice*. New York: Longman.
- Schneider, R. L. & Lester, L. (2001). *Social work advocacy: A new framework for action*. Belmont, CA: Brooks/Cole.
- Sheafor, B. W., Horejsi, C.R. & Horejsi, G.A. (2005). *Techniques and guidelines for social work practice*. (6<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Skidmore, R. A. (1995). *Social work administration: Dynamic management and human relationships*. (3<sup>rd</sup> ed.). Boston: Allyn and Bacon.
- Wells, C. C. (1999). *Social work day-to-day: The experience of generalist social work practice*. New York: Longman.
- Wolfson, G. K., Magnuson, C.W., & Marsom, G. (2005). Changing the nature of the discourse: teaching field seminars online. *Journal of Social Work Education*, 41(2), 355-362.
- Zastrow, C., & Kirst-Ashman, K. K. (2005). *Understanding human behavior and the social environment*. Belmont, CA: Brooks/Cole.