State University of New York at Fredonia

<u>*B. S. in Social Work Program*</u>

(A Council on Social Work Education Accredited Program)

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Introduction

The 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 linked to our WEB page ([Click here to access the webpage](#)). 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:

- 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 2022 EPAS Statements

The following passages are taken directly from
https://www.cswe.org/accreditation/policies-process/2022epas/

1. Field Education as Signature Pedagogy

Educational Policy 3.3—Signature Pedagogy-Field Education
Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, 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 and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for

contemporary and interprofessional social work practice, including the use of various forms of technology. (p. 20).

2. **Competency-Based Education**

Competency-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base.

Competency-based education is an outcome-oriented approach to curriculum design. The goal of the outcome-oriented approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In the EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that consist of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, program developers produce the substantive content, pedagogical approaches, and educational activities that provide learning opportunities for students to demonstrate competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows that programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. Programs use assessment methods to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Because social work practice is complex and multidimensional, the assessment methods used by programs and the data collected may vary by context. (p. 7)

The CSWE Competencies are found on pages 8-13 of the 2022 Educational Policy and Accreditation Standards. Theyare:

Competency 1 (COMP 1)—Demonstrate Ethical and Professional Behavior.
Competency 2 (COMP 2)—Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Competency 3 (COMP 3)—Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Competency 4 (COMP 4)—Engage in Practice-Informed Research and Research-Informed Practice
Competency 5 (COMP 5)—Engage in Policy Practice
Competency 6 (COMP 6)—Engage with Individuals, Families, Groups, Organizations and Communities

Competency 7 (COMP 7)—Assess Individuals, Families, Groups, Organizations and Communities
Competency 8 (COMP 8)—Intervene with Individuals, Families, Groups, Organizations and Communities
Competency 9 (COMP 9)—Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

3. Accreditation Standards Related to Field Education (EPAS, p. 20-23)

Accreditation Standard 3.3: Field Education
3.3.1 The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.
3.3.3 The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master's programs.
3.3.4 The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.
3.3.5 The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).
B3.3.6 The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE-accredited program and who has at least two years of post-social work degree practice experience in social work.
3.3.7 The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with 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 Fredonia Social Work curriculum in which students engage in supervised professional generalist social work practice for a minimum of 450 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 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 student. 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 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 GPA 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 Fredonia Curriculum/Program

Philosophy and Role of Field Education

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.

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 experiences under the supervision of our allied agency colleagues. 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 real and much needed.

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 450 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, 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 Practicum and graduate. History has shown that our community partners have helped us achieve this goal (see AS section).

Table 1: Course Sequencing

First Year and Sophomore Year
Fredonia Foundations
Prerequisite Courses:
-- Introductory Sociology
-- Foundations of Psychology
→
-- Statistics
-- Human Biology
-- Introduction to Social Work or transfer equivalent (with grade of "C" or better)
ADVANCEMENT
Requirements:
■heading toward Jr. year (57 cr. hrs. by the end of Spring semester of Sophomore year)
■submit application by deadline
■2.0 overall GPA
■completion and 2.5 GPA for prerequisite coursework
■grade of C or better in Intro to Social Work

→

	First Semester Junior Year	Spring Semester Junior Year	Fall Semester Senior Year	Spring Semester Senior Year
Practice Sequence	SOCW 325: Foundations of Generalist Practice	SOCW 370: Generalist Practice Skills	SOCW 390: Practice with Individuals, Families, and Small Groups	SOCW 400: Practice with Organization and Larger Systems
HBSE Sequence	SOCW 340: Human Behavior in the Social Environment I	SOCW 341: Human Behavior in the Social Environment II		
Policy	SOCW 249: Social Welfare History	POLI 382: Social Welfare Policy		
Research	SOC 300: Research Methods (recommended semester)	Last semester to take SOC 300. Prerequisite for Field Practicum	*"Evidence-based Social Work across the Curriculum"* (Evidence based practice objectives are embedded in each Practice Methods, HBSE, and Field Education courses)	
Diversity	SOCW 355: Diversity, & Human rights (optional semester)	SOCW 355: Diversity, & Human rights (recommended semester)	SOCW 355: Diversity, & Human rights (optional semester)	
Practicum			SOCW 480: Field Practicum I SOCW 485: Field Practicum I with Seminar	SOCW 490: Field Practicum II SOCW 495: Field Practicum II with Seminar Integrative Capstone Pulling together all content areas

Overview of the Fredonia Social Work Curriculum

The Fredonia Social Work curriculum currently uses a modified integrated methods curriculum which teaches a planned problem-solving method built upon an anti-oppressive approach to systems theory and a 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, our curriculum is consistent with the Council on Social Work Education's (2022) definition of Generalist Social Work Practice:

> Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice (p. 17).

To meet this definition of generalist social work, each practice course is integrative in nature. While the curriculum delineates direct and indirect practice in SOCW 390 and SOCW 400 in order to concentrate learning specific knowledge and skills, the curriculum focuses on teaching a 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, <u>Social Work Practice: Model and Method</u> which emphasized the use of systems theory framework in generalist social work. Our curriculum owes many ideas to Parsons, Jorgensen and Hernandez's (1994) <u>The Integration of Social Work Practice</u> which developed and articulated a more advanced from 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, racial, economic, and environmental 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:

1. generalist social work practice.
2. the NASW Code of Ethics.
3. the meaning of professionalism and professional behavior
4. the CSWE Competencies.
5. the major theories of Human Behavior in the Social Environment.
6. basic Social Welfare policy.
7. that they are practitioner-researchers who implement evidence-based practice principles.
8. that have learned and practiced basic generalist social work skills used with systems of all sizes.
9. the issues related to the vulnerable populations served by practicum agencies in a general way.
10. their own personal responsibility for their learning and growth.

The specifics about required courses and course descriptions are 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. **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. 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 system's needs. They should be displaying the skills needed to learn more about other people and their cultures.

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.

c. Professional Identity and Competency - Professional ethics and appreciation of diversity are part of the explicit and implicit curriculum at 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

The EPAS accreditation standards require social work programs to continuously assess student outcomes. Ourassessment has one measure directly tied to the Field Practicum experience:

Field Evaluations

We will also continue to elicit Field Instructor/Agency feedback. The program welcomes any formal or informal comments and suggestions. Assessment data can be found on our website.

Program Goals

Our Social Work 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 their critical and scientific approach and enactment of the generalist planned change process 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 engage in culturally competent social work practice with diverse populations and who fight 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 prerequisite 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 webpage or in the Undergraduate Catalog. This section outlines the prerequisite courses and provides the course descriptions for the required courses, including the Foundation sequence courses.

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

   SOC 116: Introduction Sociology
   PSY 129: Foundations of Psychology
   BIOL 110: Human Biology
   SOC 200: Statistics in the Real World (or an equivalent statistics course)
   SOC 218: Introduction to Social Work (prereq: SOC 116)

2. **Required Social Work Courses**

SOCW 249: Social Welfare History - Beginning social welfare policy course focusing on the history of social welfare issues, policies, and practices beginning in the 1600s through the 20th century. The experience of vulnerable populations including ethnic, racial and sexual minorities 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 throughlate adulthood.

SOCW 355: Diversity, Oppression, and Human Rights - This course emphasizes the systematic nature of oppression and the responsibility of the social work profession to advance human rights and social, economic, and environmental justice. Emerging professional social worker's self-awareness is integral to the capacity to engage diverse service participants, colleagues and constituents in practice. Students will explore their own personal values, beliefs, and behavior that may impede their ability to practice social work ethically with people of diverse backgrounds. Students should leave this course with a better understanding of themselves, of diverse groups they will be working with in practice, and the capacity to engage in practices that advance human rights via the promotion of social and economic justice.

SOCW 370: Generalist Practice Skills - 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 thefoundation 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 activitiesare 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 450 total hour placement in a human services agency. Students are expected to complete 225 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 theentire 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 225 or more hours of direct servicepractice 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 thecritical 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.

Three (3) Hours of Diversity Courses - (Please consult with your advisor on course selection options)

Six (6) Hours of Approved Social Work Electives - (Please consult with your advisor on course selection options)

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 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.

Responsible for participating in and representing Field Education during accreditation.

Responsible for maintaining the integrity of the assessment processes used in Field Education.

Represents faculty consensus when implementing policies, procedures, and 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.

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 once 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 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 they are still the primary social work education supervisor.

Contacts the Faculty Field Liaison as soon as they realize 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 (225 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 theimplementation of the field education program.

Agrees to comply with all Federal and State laws, rules and regulations and SocialWork Program policies concerning non-discrimination.

FAIR 3: State University of New York at Fredonia Affiliation Agreement
All Field Agencies must sign and return the Fredonia Affiliation Agreement to the Program prior to the beginning of the fall semester. Insurance certificates will be issued by Fredonia 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 interventionwithin their 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 Fredonia Field Agencies Past and Present

Absolut Care of Westfield

Baker-Victory Services AIDS

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

ClinicChautauqua County Boys and Girls Clubs

Chautauqua County Sheriff's 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 ServicesHospice 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

_____AND

STATE UNIVERSITY OF NEW YORK

College at Fredonia

This Agreement is made by and between_____, a corporation organized and existingunder 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, an educational corporation organized and existing under the laws of the State of New York, and having its principal place of business located at University Plaza,Albany, New York 12246, for and on behalf of the Campus located at Fredonia_____(hereinafter referred to as "University").

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

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

NOW, THEREFORE, it is agreed that:

1. The University shall assume full responsibility for planning and executing its educational program in the discipline of__Social Work__ including programming, administration, curriculum content, faculty appointments, faculty administration and the requirements for matriculation, promotion and graduation, and shall bear all costs and expenses in connection therewith. The University furthers agrees to coordinate the program with Affiliate's designee. Attached as Exhibit B is a copy of the curriculum.

2. The University shall be responsible for assigning students to the Affiliate for practical experience. University shall notify the Affiliate one (1) month in advance of the planned schedule of student assignments to practical duties including the dates, number of students and instructors. The schedule shall be subject to written approval by the Affiliate.

3. The University, at its sole cost and expense, shall provide faculty as may be required for the teaching and supervision of students assigned to the Affiliate for practical experience.

4. The University agrees that at all times students and faculty members are subject to the supervision of the Affiliate

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

5.   Students and faculty members shall respect the confidential nature of all information that they have access to in accordance with the policies and procedures of the University and the Affiliate. The University and Affiliate acknowledge that students and faculty may use patients' personal health information for educational purposes at the Affiliate and as permitted by HIPAA. Information removed from the Affiliate for educational use must be appropriately de-identified as that term is defined in 164.514. Information removed for other purposes as permitted by HIPAA must be removed in a manner approved in writing by the Hospital prior to removal. Identifiable information removed as permitted by HIPAA may not be used beyond the original purpose unless appropriately de-identified as that term is defined in 45 CFR 164.514. Identifiable information as removed by HIPAA must be destroyed or rendered de-identifiable as soon as practicable once the original purpose for the removal has been satisfied.

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

7.   The Affiliate, as it deems necessary and proper, shall make available for student experience classrooms and other facilities, including equipment and supplies, libraries, and cafeteria facilities, consistent with its current policies in regard to availability. The Affiliate shall also provide orientation for the College faculty and students.

8.   The Affiliate shall have no responsibility for the transportation of faculty or students.

9.   Except as set forth in Paragraph 4 of this Agreement, students and faculty members shall not be deemed to be employees, servants or agents of the Affiliate, but shall be considered invitees. Neither party shall pay the otherany compensation or benefits pursuant to this Agreement. The parties acknowledge that the Affiliate is not providing any insurance, professional or otherwise, covering any students or faculty members.

10. The University agrees that it shall secure Workers' Compensation Insurance for the benefit of all faculty and other University employees required to be insured by Workers' Compensation Law, and shall maintain such coverage throughout the duration of this Agreement. For the purposes of Workers' Compensation Law, no student or faculty member is to be considered an employee, servant or agent of the Affiliate.

11. Subject to the availability of lawful appropriations and consistent with the New York State Court of Claims Act, University shall hold the Affiliate harmless from and indemnify it for any final judgment of a court of competent jurisdiction for the University's failure to perform its obligations hereunder or to the extent attributable to the negligence of the University or of its officers or employees when acting within the course and scope of this Agreement.

12. The Affiliate shall fully indemnify, defend and save the University, its officers, employees and agents harmless, without limitation, from and against any and all damages, expenses (including reasonable attorney's fees), claims, judgments, liabilities, losses, awards, and costs which may finally be assessed against the University in any action for or arising out of or related to this Agreement. The state of New York reserves the right to join in any such claim, demand or suit, at its sole expense, when it determines there is an issue involving a significant public interest.

13. University shall maintain during the term of this Agreement liability insurance, in amounts not less than $3,000,000 for bodily injury and property damage combined single limit; and the Affiliate is to be additionally named insured under such liability policy or policies. The persons insured under such policy or policies shall be the students of the State University of New York with respect to liability arising out of their participation in the program carried out under this Agreement. The University's faculty members are covered by the defense and indemnification provisions of section 17 of the Public Officers Law with respect to liability arising out of their participation in the clinical program carried out under this Agreement. The University agrees to notify theAffiliate in writing no less than ten (10) days written notice prior to the cancellation, modification or non-renewalof any insurance coverage. Notwithstanding the foregoing, the Affiliate shall remain liable for direct damages resulting from its negligence.

14. It is mutually agreed that neither party shall discriminate against any student, faculty member, or employee based upon color, religion, sex, sexual orientation, national origin, age, veteran status and/or handicap.

15. The provisions of Exhibit A, State University of New York standard contract clauses, attached hereto, are hereby incorporated into this Agreement and made part hereof. The laws of the State of New York will govern this Agreement, without regard for New York's choice of law statute. This Agreement contains the entireunderstanding of the parties with respect to the matters contained herein. In the event of any

conflict between the terms and conditions set forth in this Agreement, the following order of precedence shall apply: (1) ExhibitA; (2) this Agreement.

16. The effective date of this Agreement shall be_____and shall continue in full force and effect until terminated as set forth in this paragraph. This Agreement may be terminated by either party upon ninety (90) days written notice to the other, provided, however, that no such termination shall take effect until thestudents already placed in the program have completed their scheduled clinical training.

17. For purposes of written notification:

      To the UNIVERSITY

          State University of New York at _____

          _____

          _____

          _____

      To the Affiliate

          _____

          _____

          _____

          _____

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

By: _____   _____

     _____   Date

     _____

     _____

By: _____   _____

     _____   Date

     _____

AFFILIATION AGREEMENT BETWEEN
_____HOSPITAL/CLINICAL SITE
ANDSTATE UNIVERSITY OF NEW YORK

This Agreement is made by and between_____, a corporation organized andexisting 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, aneducational corporation organized and existing under the laws of the State of New York, and having its principal place of business located at State University Plaza, Albany, New York 12246, for and on behalf of _____"University").
(hereinafter referred to as

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 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 theeducational 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. 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 cost and expense, 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 assignment at the Hospital. The University also agrees to inform students of the need for a hepatitis B vaccination prior to their assignment at the Hospital.

5. The University agrees that at all times students and faculty members are subject to the supervision of the

Hospital administration and are considered part of the Hospital's workforce only for purposes of access to and disclosure of protected health information ("PHI") as defined by 45 CFR 164.501 only. The University shall inform students and faculty that they must comply with all rules applicable to both students and facultywhile at the Hospital, and that failure to comply shall constitute a cause for terminating such student's assignment to or such 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 member that the Hospital may require, and shall be provided upon its request, the following health information: (a) a physician's statement that the student or faculty member is free from any health impairment which may pose a risk of illness or injury to Hospital patients or interfere with the performance of his/her assigned duties; (b) PPD (Mantoux) skin test for tuberculosis performed within one year, and a chest x-ray if positive; (c) Td (Tetanus- diphtheria) booster within ten years; and (d) proof of immunity against measles (Rubella) and German measles (Rubeola); such proof is documentation of adequate immunization or serologic confirmation.

7. Students and faculty members shall respect the confidential nature of all information that they have access to in accordance with the policies and procedures of the University and the Hospital. The University and Hospital agree to cooperate with one another's operational, regulatory, licensure and accreditation requirements including but not limited to related surveys, audits and other reviews. The University shall advise all students and faculty of the importance of complying with all relevant state and federal confidentiality laws, to the extent applicable, including the Health Insurance Portability and Accountability Act of 1996 ("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 the Hospital and as permitted by HIPAA. Information removed from the Hospital for educational use must be appropriately de- identified as that term is defined in 45 CFR 164.514. Information removed for other purposes as permitted by HIPAA must be removed in a manner approved in writing by the Hospital prior to the removal. Identifiable information removed as permitted by HIPAA may not be used beyond the original purpose unless it is appropriately de- identified as that term is defined in 45 CFR 164.514. Identifiable information as removed by HIPAA must be destroyed or rendered de-identifiable as soon as practicable once the original purpose for the removal has been satisfied.

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

9. Notwithstanding any other provision of this Agreement, the Hospital is responsible for patient care and treatment rendered at the Hospital.

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

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

12. In case of a student or faculty emergency illness or injury during the clinical fieldwork experience, Hospital will provide emergency care to students or faculty at the student's or faculty member's own expense. In the event that care or treatment is required beyond the emergency, the student or faculty member shall be responsible for arranging such care or treatment and for all associated costs.

13. Except as set forth in paragraph 5 of this Agreement, students and faculty members shall not be deemed to be employees, servants or agents of the Hospital, but shall be considered invitees. Neither party shall pay the other any compensation or benefits pursuant to this Agreement. The parties acknowledge that the Hospital is not providing any insurance, professional or otherwise, covering any students or faculty members.

14. The University agrees that it shall secure Workers' Compensation Insurance for the benefit of all faculty members and other University employees required to be insured by Workers' Compensation Insurance and shall maintain such coverage throughout the duration of this Agreement. For the purposes of Workers' Compensation Insurance, no student or faculty member is to be considered an employee, servant or agent of the Hospital.

15. Subject to the availability of lawful appropriations and consistent with the New York State Court of Claims Act, the University shall hold the Hospital harmless from and indemnify it for any final judgment of a court of competent jurisdiction for the University's failure to perform its obligations hereunder or to the extent attributable to the negligence of the University or of its officers or employees when acting within the course and scope of this Agreement.

16. Hospital shall fully indemnify, defend and save the University, its officers, employees, and agents harmless, without limitation, from and against any and all damages, expenses (including reasonable attorney's fees), claims, judgments, liabilities, losses, awards, and costs which may finally be assessed against the University in any action for or arising out of our related to this Agreement. The State of New York reserves the right to join in any such claim, demand or suit, at its sole expense, when it determines there is an issue involving a significant public interest.

17. The University shall maintain during the term of this Agreement general and professional liability insurance, in amounts not less than $3,000,000 for bodily injury and property damage combined single limit; and the Hospital is to be additionally named insured under such liability policy or policies. The persons insured under such policy or policies shall be the students of the State University of New York with respect to liability arising out of their participation in the clinical training program carried out under this Agreement. The University's faculty members are covered by the defense and indemnification provisions of section 17 of the Public Officers Law with respect to liability arising out of their participation in the clinical program carried out under this Agreement. The University agrees to notify the Hospital in writing no less than ten (10) days 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 neither party shall discriminate against any student, faculty member, patient or Hospital employee based upon color, religion, sex, sexual orientation, national origin, age,

veteran statusand/or handicap.

19. The provisions of Exhibit A, State University of New York standard contract clauses, attached hereto, are hereby incorporated into this Agreement and made part hereof. The laws of the State of New York will govern this Agreement, without regard for New York's choice of law statute. This Agreement contains the entire understanding of the parties with respect to the matters contained herein. In the event of any conflict between the terms and conditions set forth in this Agreement, the following order of precedence shall apply: (1) Exhibit A; (2) this Agreement.

20. This effective date of this Agreement shall   be_____and shall continue in full force and effect until terminated as set forth in this paragraph. This Agreement may be terminated by either party upon ninety (90) days written notice to the other, provided, however, that no such termination shall take effect until the students already placed in the program have completed their scheduled clinical training.

21. For purposes of written notification:

> To the UNIVERSITY
> _____
> _____
> _____
> _____
> _____

> To the HOSPITAL
> _____
> _____
> _____
> _____
> _____

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 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 their 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 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 bi-weekly time sheets.

Tries new ways of thinking, behaving, learning, practicing (takes risks associated with professional growth).

Remembers that they are a guest at the agency and that the Field Instructor is a professional who volunteers to educate them.

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 <u>all</u> 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 their vehicle for travel to and from the field site or for activities related tot he 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. **FREDONIA DOES NOT REIMBURSE FOR MILEAGE.**

STRR 5: Student Grievance Policy
If a Fredonia social work student believes that he/she has been treated unfairly and/or that their rights have been violated while attending Fredonia in the Social Work Program (including anything that happens in their Field Agencywhile enrolled in SOCW 480/485 and 490/495), they should follow the instructions given below to address the injustice:

a) *<u>Grades</u>* - 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 follow the procedures outlined in Grade Appeals Academic Policy the University 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 you if you ever directly or indirectly experience discrimination while attending Fredonia. In addition to seeking faculty/program support, you are encouraged to follow the University grievance procedures. According to the Grievance procedures outlined in the Faculty Handbook, you "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 - Contact the Chief Diversity Officer, (716) 673-3358
3. Discrimination - Contact the Chief Diversity Officer, (716) 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. If you believe that you should be allowed an exception to the program's policies such as course prerequisites, Advancement prerequisites, and Advancement requirements, or even social work required course waiver of that requirement. To do this, you 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**.

d) Termination from the program for non-academic reasons You can be terminated from the social work program for non-academic reasons. One reason is termination from senior field practicum by the host organization. When this occurs, termination from the social work program is likely. Other reasons included documented patterns of disruptive or unstable behavioral problems, non-acceptance of social work values and practices, or unethical actions are grounds for dismissal. If your conduct is in violation of established social work norms, you will be notified by the program director that such a violation has occurred. The situation will be reviewed with you as outlined in the procedure below. Afterwards the recommendation could include you termination from the Social Work Program so you have the right to present a case on your own behalf. The faculty will then convene to discuss an appropriate response to your situation. Responses may include, but are not limited to, termination from the program, a note and plan of action being filed in your advising folder until the problem is satisfactorily resolved, or a warning letter indicating that any additional violation may result in termination from the program.

If a situation arises in which a student may be subject to termination from the social work program for the aforementioned non-academic reasons, the procedure outlined below will be followed:

1. The student will be notified via email by the program director that a meeting with relevant social work faculty is necessary, which will include official notification of the violation, instructions on when the meeting will take place, etc. The relevant social work faculty include the social work program director, the field coordinator, faculty field liaison, field instructor, and the student's academic advisor (if the student wishes).

2.   The faculty will address the concern(s) related to the violation with the student and the student will be afforded an opportunity to present their own case.

3.   The faculty will convene immediately following the meeting to determine what action must be taken as a consequence of the violation, including but not limited to termination from the program.

4.   The program director will notify the student of the faculty's response and any consequences via email within one (1) business day of the meeting.

5.   Students have the right to appeal any decisions through University-wide established procedures outlined in the Catalog. If the student chooses to appeal the decision of the faculty, he or she must do so following the University-wide established procedures outlined in the Catalog.

Special Note: Academic dishonesty (plagiarism, etc.) is both academic and behavioral grounds for dismissal from the program. It is a serious violation of the Code of Ethics. Academic dishonesty can result in expulsion from Fredonia. Please consult the Catalog.

Between State University of New York at 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 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 Fredonia and the selected organization where I will be placed over the AY_____.

Student Name: _____
     (printed)

Student Signature:_____**Date:** _____

Field Coordinator:_____**Date:** _____

Release of Information II.

Between State University of New York at Fredonia and _____

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

3. I understand that my field practicum requires collaboration between the agency/organization and 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.

4. 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 Signature:_____**Date:** _____

Student Name: _____
        (printed)

FREDONIA
STATE UNIVERSITY OF NEW YORK

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

FREDONIA
STATE UNIVERSITY OF NEW YORK
Social Work Program

Confidentiality Agreement

SOCW 480/485 & SOCW490/495

Please initial each line 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).

Student Signature:_____   **Student Name (printed):**_____

Date:_____

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: SOCW325; SOCW340; SOCW 370; SOCW 341
    c. Successfully completed the following courses with a grade of D- or better: SOCW 249, SOC 300, POLI 382
    d. Obtained a 2.0 cumulative grade point average.
    e. Obtained a 2.0 average in social work courses.
    f. Consistently demonstrated a commitment to professional social work standards of behavior(Code of Ethics).

ADP 2: Field Practicum Application Policy

By the end of 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 to tool to identify student interests and allows 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 will attempt to 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 unless permission by the Field Coordinator is given.

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. Third, while the student is strongly discouraged from shopping for their own practicum sites, students can and do identify agencies with which we donot 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 Fredonia Affiliation Agreement.
c. Accept the non-discrimination statement of the Fredonia Social Work Program:

> Fredonia Social Work Program non-discrimination statement - Admission and advancement into the program are based upon the published criteria (catalogs, Handbook, Field Manual, course syllabi). Race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, ethnicity, and/or political orientation play no role in the program decision. Criminal conviction does not play a role in admission and advancement. However, criminal conviction can be an obstacle to placement in certain field agency sites. The program works with these students to find appropriate placement.

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 WorkProgram, such as required Field Trainings and Meetings.
k. Allow students to bring back their experience to the classroom with the understanding that agency andclient confidentiality will be maintained.
l. Submit a Resume for Primary Field Instructor (B.S.W. or M.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 B.S.W. or M.S.W. with 2 or more years of post-degree social work practice 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 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.*

Fredonia - Social Work Program

Application for Field Practicum
DUE DATE: Second Friday in February @ Noon

Name:

Current Address:

Summer Address:

Current Phone No.:**Fredonia E-mail**:

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 450 hours of in-agency experiences over two semesters (225 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, and demonstrate your competency as a developing, 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 225 hours each semester. In making this agreement, I understand that I must have the requirements for Field Education met by the first official day of classes for the semester in which I am registering for Field Practicum and Field Practicum with Seminar. 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.

Student Signature: Date:

Application to the Field requires completion of the following sections:

1. Attachments

    a. One copy of resume attached to application.
    b. One copy of resume sent to briana.postle@fredonia.edu
    c. A signed Release of Information I form (attached).
    d. A signed Acknowledgement of Field Policies with initials in the space provided (attached).

2. What have you come to know about the practice of social work and what are you hoping to learn about generalist social work practice through a field placement experience? Note: Think about your knowledge of content areas, your skill level, and your discernment of ethical consideration. Think less about a specific agency or organization.

3. Other Questions to assist the placement process

I will have health insurance during the 2025-2026 academic year___ Yes_____ No

I understand that I may need to interview (in person/over the telephone) with a potential placement site. _____ Yes_____No

I understand that I must attend a mandatory, scheduled Pre-Placement Group Meeting____Yes_____No

I am aware some agencies require a criminal background check, and if the agency requires such a check, I am prepared to disclose previous convictions, pleas, or no contests during the interview process with the field coordinator and with the potentialplacement._____Yes_____No

I understand that the majority of field placements are located outside of the Dunkirk and Fredonia area, within a 50 mile radius. Therefore, it will be necessary for me to drive or to arrange transportation to and from placement. Furthermore, I understand that I am responsible for all transportation costs related to field placement._____Yes_____ No

I understand that field education is a necessary component of my generalist social work education and that each field placement has potential to help me with my learning, regardless of my current practice interests. _____Yes_____No

I understand that every effort will be made for me to know my placement prior to leaving campus for summer recess; however, I may not know until later in the summer._____Yes__No

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

I have attached the necessary documentation and honestly answered the questions asked.

Signed:_____Date:_____

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 practicumplacement.___(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: SOCW 325; SOCW340; SOCW 370; and SOCW341
c. Grade of D- or better in the following courses: SOC 300, SOCW249, and POLI 382
d. Obtained a 2.0 cumulative grade point average.
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 places students in organizations based upon the organizations' needs._____(initials)

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.
6. Has been a student within the last five years.
_____(initials)

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.
_____(initials)

d. The signed release of information form allows the Field Coordinator to share all background informationwith 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 two 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 225 hours in their practicum agency each semester. This averages to be 14-16 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 used toward the 225 hour total.
    f. Students pay a fee each semester for Field Practicum to cover the cost of liability coverage. This fee willappear on the tuition bill.
    _____(initials)

Section 5: I understand the following:

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.__(initials)

Section 6: I understand the following:

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

    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 isthe 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 the remainder of Field Practicum policies can be found in the <u>Field Manual,</u> which is located on the Fredonia Departmentof Sociocultural and Justice Sciences website. In addition, I acknowledge I can locate a copy of the <u>Program</u> <u>Handbook</u> on the Fredonia Department of Sociocultural and Justice Sciences website.

Signed_____Date_____

State University of New York at Fredonia
Social Work Program

<u>Place of Employment Field Practicum</u>
<u>Contract</u>

In the 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 Fredonia Social Work program have agreed that the student may complete their 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 their Fredonia Field Practicum in _____(unit) of_____(agency). Their 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 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 Fredonia Social Work Program.

<u>Specific Conditions of this Field Practicum Placement</u>:

(ATTACH ADDITIONAL SHEET WITH DETAILED DESCRIPTION OF PRACTICUM PLAN)

Student Agency Representative:_____   Date: _____

Field Coordinator:_____   Date: _____

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 beprepared 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 if 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 methodswill 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, they will be placed in a new practicumsetting. 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 newlyassigned 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
You can be terminated from the social work program for non-academic reasons:
   1. One reason is termination from senior field practicum by the host organization.
   2. Other reasons include documented patterns of disruptive or unstable behavioral problems, non-acceptanceof social work values and practices, or unethical actions are grounds for dismissal.
See Program Manual for further program information.

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 Fredonia must complete their **450 practicum hours through the 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 Fredonia experience.

HP2: Practicum Hours and Field Expectations
The Council on Social Work Education (2022) defines practicum hours as time accrued that focus on building social work competence. Meal times are not practicum hours. The only exception to this idea is if there is a learning component as part of the meal (e.g., "lunch and learn"). Although the social work program encourages students to take meal-time breaks as part of increasing their capacity for self-care, students may also forgo meal times at their discretion.

By the end of each semester, students must complete 225 hours of practicum activities. This usually requires the student to spend a minimum of 14-16 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.

The social work program recognizes that students may encounter unforeseen circumstances that interfere with their capacity to attend practicum as scheduled. Therefore, students are allowed to complete a maximum of 16 hours beyond their fall semester 225 required hours towards the 450-

practicum-hour requirement. The field office will track these "overflow" hours (not to exceed 16 hours) and automatically add them to their total hours.

Winter Break Field Practicum Policy: Students are expected to complete their fall practicum hours before the end of the semester. However, there are two possible situations that may occur. First, in some extenuating instances, students may be significantly behind in practicum hours. Additionally, some agencies may request students to complete hours over the Winter Break, and students may decide to attend their agencies during this time.

In these instances, students may request permission to attend their field practicum during Winter Break by writing a letter to the Field Coordinator explaining their request to attend their practicum over Winter Break. The Field Coordinator will bring this request to the Program Director to be discussed. The Field Coordinator will also verify with the Field Instructor that they are in support of the student completing hours over the Winter Break. If the Field Instructor is in support of the student completing hours over the Winter Break, and the Field Coordinator and Program Director agree with the student request, the Field Coordinator will inform the student that they are able to complete practicum hours over the Winter Break. Students who are behind in field hours may achieve the 225 hours and 16 additional practicum hours maximum during this time (241 hours total).

HP 3: Time Log
Students must provide documentation that they have completed their required hours. This information is recordedto assure graduate schools and CSWE that the students have met the minimum requirements for the Field Practicum. 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 Field Support 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 <u>EACH</u> TIME LOG FOR THEIR RECORDS. All hours must be logged and filed by the end of exam week each semester or thestudent 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. Hours utilized for travel or meals are not to be recorded. ***Seminarclass time may not be used as hours toward practicum hours.***

SUNY Fredonia Social Work Program

Please Circle   Log #   1   2   3   4   5   6   7   8

Biweekly Time Logs – Log #1 due Monday, _____

Student Name:_____

Field Instructor:_____

Agency Name:_____

Week of _____

	Date	Start Time	Lunch (must take ½ hr. if working 6 hours or more)	End Time	Total Hrs.
M					
TU					
W					
TH					
F					
				WEEKLY TOTAL:	

Week of _____

	Date	Start Time	Lunch (must take ½ hr. if working 6 hours or more)	End Time	Total Hrs.
M					
TU					
W					
TH					
F					
				WEEKLY TOTAL:	

BIWEEKLY TOTAL: [   ]

Instructions: Please sign log only after hours are completed. Thank you.

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. 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 GPA 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 their criteria for the class. SOCW 480 and 485 are graded S/U. SOCW 490 and 495 are given traditional A-F grades.

Satisfactory Grades: Students who (a) are making satisfactory progress toward proficiency in the 9 competency areas, (b) who participate regularly and professionally in seminar, and (c) are meeting the remaining course objectives will receive a Satisfactory (S) grade.

A "U" grade (equivalent to an "F") will result for the following reasons:
a. Student has missed more than one seminar class without notifying the instructor in advance of the absence and supporting the absence with a logical reason.
b. Student does not show capacity, and/or willingness, to work toward proficiency in the 9 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. 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.
c. Student has been unethical in their interactions with peers, field liaisons, field instructors, field colleagues and client systems.
d. Student's attendance in field agency has shown a pattern of tardiness or absenteeism that is unexplained or uncorrected.
e. Student cannot engage client and/or organizational systems.
f. 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 their 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 their 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 their 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 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:
- The content in the reflection reflects **critical thinking**.
- The content reflects **significant learning experiences**, both positive and negative. However, this is not the place to complain about your field placement.
- Problems and potential problems should be discussed in the reflection. The student should follow-up these discussions with the Faculty Field Liaison and/or the Field Coordinator. If the issue or problem needs

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immediate attention, please do not wait for a response via written comments. **See the Field Coordinator immediately.**

- The reflection should be clearly written and should contain a meaningful discussion of what the student learned. *Avoid a list of activities completed during the week.*
- Students should *never* name any employees of the practicum agencies or actual clients by name. Confidentiality should be *always* maintained.
- Use the reflection template found in the Field Manual, which is on the FREDLearn website.

- Reflections will receive a grade of Satisfactory (S) or Unsatisfactory (U).

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 ½ 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.

SUNY Fredonia Social Work Program
SOCW 480/485: Field Practicum I & w/ Seminar
Fall

Course Information

Instructor:
Location:
Time:
Office:
Phone:
E-mail:
Office Hours:

Course Descriptions
For registration and class sectioning purposes only, Fall Field Practicum is divided into two 3 credit hour courses. Course descriptions follow:

SOCW 480: Field Practicum I - The first semester of a professionally supervised 450 total hour placement in a human services agency. Students are expected to complete 225 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 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; *Co-Requisites:* SOCW 390; SOCW 480/485 must be taken together**.**

Rationale:
In the 2022 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.

Educational Policy 3.3—Signature Pedagogy: Field Education
Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, 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 and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop

field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology (Taken directly from https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-(EPAS).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 and begin to operationalize the definition of generalist social work as conceptualized by the Council on Social Work Education (2022):

> Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice

You will understand that although social work interventions tend to target 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, issues and needs.

SOCW 480/485 is the first semester of this educational experience. SOCW 480/485 is taken concurrently with SOCW 390: Practice with Individuals, Families and Small Groups. It is expected that you will bring your knowledge and understandings from this class into your field work and vice versa. In fact, you are expected to apply all your previous coursework to this unique learning experience, continuing to build 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. Each person will have a different type of experience. Each of you will be engaged in activities and tasks that lead you to gain competency in every area required to be a generalist social worker. Your learning and growth are a process. Your engagement in field activities and tasks in this semester of field education will help you be able to demonstrate mastery of the CSWE Competencies at the end of the SOCW 490/495 which is a continuation of practicum in the spring semester. During SOCW 480/485, your growth in the knowledge, values, skills and cognitive-affective dimensions of the CSWE Competencies and associated behaviors are part of the keys to your success.

Course Objectives and CSWE Educational Standards

Since SOCW 480-485 are the first half of Field Education, the objectives below are the objectives for both semesters. The end of the Fall semester is seen as "mid-term" and a mid-term progress report will be submitted.

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

2. Through experiential learning opportunities in a human service agency, the student will achieve entry-level BSW Council on Social Work Education (CSWE) competencies in the following areas:

Competency 1 – Demonstrate Ethical and Professional Behavior.

Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice.

Competency 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.

Competency 4 – Engage in Practice-informed Research and Research-informed Practice.

Competency 5 – Engage in Policy Practice.

Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities.
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Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities.

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

3. Through seminar, student gains proficiency in facilitating peer group supervision process.

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

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

Relationship to Department Learning Goals:

The course also has activities associated with all the department learning goals which are:

1. Students will develop critical thinking skills in order to promote enhanced problem solving and decision making.

2. Students will develop writing skills to the level of an entry level professional or a beginning graduate student.

3. Students will develop ability to comprehend the complexity and diversity of human societies and cultures.

4. Students will develop abilities to frame questions, design research projects, collect data, analyze data, and draw valid conclusions from these data.

5. Students will develop ability to understand and apply the major conceptual orientations and theoretical frameworks used by social workers.

Required Text and materials
You will be required to use FREDLearn. Assignments will be posted or e-mailed. Use your Fredonia e-mail account for all course business.

Garthwait, C. L. (2021). *The social work practicum: Preparation for practice* (8th Ed). Boston: Pearson.

Social Work Student Handbook – https://www.fredonia.edu/sites/default/files/section/academics/college-liberal-arts-sciences/sociocultural-justice-sciences/social-work/Handbook%209-24.pdf

<u>SUNY Fredonia Field Manual</u>. The manual will be available on FREDLearn and the Field Education site located on the Social Work Department website. - https://www.fredonia.edu/sites/default/files/section/academics/college-liberal-arts-sciences/sociocultural-justice-sciences/social-work/Field%20manual%2010-2022.pdf

Instructional Methods

<u>Traditional Experiences:</u> Seminar style discussion, completion of written weekly reflection assignments

<u>Clinical Experiences</u>: In-class and Practicum – role-playing, simulations, and values clarification exercises, facilitation, public-speaking presentations.

<u>Field Experiences</u>: Practicum - Completion of 225 hours of supervised generalist social work activities in an agency. Field Contract guides activities.

Assignments, Grading, and Evaluation of Progress and Proficiency

SOCW 480 and 485 are graded S/U. Students who (a) are making satisfactory progress toward proficiency in the 9 competency areas, (b) who participate regularly and professionally in seminar, and (c) are meeting the remaining course objectives will receive an S grade. Evaluation of satisfactory progress will be made by the Faculty Field Liaison in consultation with the Agency Field Instructor based upon a mid-term progress report, evaluation of student logs, and bi-weekly time logs. Participation in Seminar will also be graded by the Faculty Field Liaison.

A "U" grade will result for the following reasons:
a. Student has missed more than one seminar class without notifying the instructor in advance of the absence and supporting the absence with a logical reason.
b. Student does not show capacity, and/or willingness, to work toward proficiency in the 9 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. 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.
c. Student has been unethical in their interactions with peers, field liaisons, field instructors, field colleagues and client systems.
d. Student's attendance in field agency has shown a pattern of tardiness or absenteeism that is unexplained or uncorrected.
e. Student cannot engage client and/or organizational systems.
f. Student has been removed from Practicum settings because of agency or program identified behavioral/professional issues (see Field Manual).

Grading
The following are used to give a grade for SOCW 480/485. A Satisfactory or Unsatisfactory grade is earned in the fall semester. To achieve a satisfactory grade in the fall semester, students must successfully complete EACH of the following course requirements.

1)   **Learning Contract-**At the beginning of the semester, the student and agency Field Instructor will create a Learning Contract for the semester (which may or may not be revised for spring semester) to serve as a framework for your experiential learning. The Learning Contract should specify the task/activities will be engaged to become proficient in each competency area. Faculty Liaisons assist with and monitor the Learning Contract. The specific focus of the first faculty liaison site visit of fall semester is the creation and/or review of the contract. At the Fall Site Visit, please make copies of the learning

contract for each meeting participant. The final draft of the learning contract is due to your Faculty Liaison two weeks after the site visit.

2)   **Mid-Year Evaluation**-The Field Instructor will complete a Mid-Year Evaluation and will review it with you at the end of the fall semester. This evaluation will reflect upon growth toward entry-level professional proficiency in the practice behaviors/knowledge identified on the Field Evaluation form which is used to grade SOCW 480/485. **A satisfactory grade must be obtained in the Fall semester to move on to SOCW 490/495. Please reference the Field Manual regarding the failure to achieve a satisfactory grade policy.**

3)   **Field Homework Assignments-** Field Seminar discussions are based upon weekly reflections, course readings, and homework assignments. These assignments will be provided to you, either in class or on FREDLearn, as the course progresses.

4)   **Weekly Reflection -** Students are required to complete a weekly reflection. Specific day and time for week submission of the reflection are posted in the Field Seminar schedule.
Late reflections will not be accepted without prior approval from the instructor. Reflections are a way to demonstrate professional growth in critical thinking and problem solving. The reflections are a tool for faculty to assess student's professional growth and to provide feedback on integrating past and present course work as well as implementing/identifying the CSWE core competencies in the field. Students will use this writing exercise to reflect affectively upon the practicum experience and synthesize social work theory and concepts with direct practice and observation. Reflection assignments are tied to CSWE competencies and past and present coursework.

Some guidelines governing the reflection:

- o The content in the reflection reflects **critical thinking**.
- o The content reflects **significant learning experiences**, both positive and negative. However, this is not the place to complain about your field placement.
- o Problems and potential problems should be discussed in the reflection. The student should follow-up these discussions with the 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.**
- o The reflection should be clearly written and should contain a meaningful discussion of what the student learned. *Avoid a list of activities completed during the week.*
- o Students should *never* name any employees of the practicum agencies or actual clients by name. Confidentiality should be *always* maintained.
- o Use the reflection template found in the <u>Field Manual</u>, which is on the FREDLearn website.

- o Reflections will receive a grade of Satisfactory (S) or Unsatisfactory (U).

5)   **Bi-Weekly Time logs-** Time logs are due every other week. It is the students' responsibility to make sure time logs are signed by both the student and the field instructor. Please do **NOT** ask the Field Instructor to sign logs before completion of weekly hours. The logs must be turned in on time. **Only the ORIGINAL time sheet will be accepted.   Please make copies of the times logs for individual records.** If there are discrepancies regarding hours, the student must produce a copy. Students may ask the faculty liaison for a summary of completed hours at any point in the semester. Eight logs will be due this term. Please label the time logs 1-8. *Falsification or failure to accurately record time sheets can lead to disciplinary action or termination from the social work program*. **All logs are to be turned in to, Kimberly Hollman, Thompson, W363**.

6)   **Site Visits-** Faculty liaisons will make site visits to the practicum. At the first site visit, the student, field instructor, and faculty liaison will review the completed Learning Contract. **Please make copies for each person attending the meeting**. The Learning Contract is *due no later than two weeks* after visit.

7)   **Field Seminar Participation and Discussions-** Each week there will be one or more class members who will lead the weekly discussion during seminar. The discussions will be focused on the "Thinking Place" from the weekly reflection integrating practicum experience, past and present courses and reading. (Sign-up sheet will be given in class).

Grading summary

A Satisfactory (S) grade will be obtained upon satisfactory completion <u>ALL</u> the following:

   Bi-weekly Time Logs (see above)
   Mid-Year Evaluation (see above)
   Learning Contract Preparation (see above)
   Homework (see above)
   Site Visits
   Weekly Reflection Grading Scale for ON TIME (**13 satisfactory   total reflections**)
   Meeting attendance expectations (See page 4 for further information on attendance)
  Seminar Participation (see above)

Instructor Expectations: As social workers, it is extremely important that professional deportment be modeled throughout the learning and work experiences. For SOCW 480/485 professional deportment requires that students regularly attend class, read assigned readings, and participate in class activities. It is the student responsibly for the content of any missed sessions, as well as, handing in assignments on time. Late assignments will be accepted at the instructor's discretion. Assignments will be collected per the instructor's guidelines. **Your presence in class is vital for two reasons: 1). Experiences contribute to the <u>learning</u> process and classmates may assist each other to develop professional knowledge to complete course tasks; 2). Attendance is a measurement for the assessing the student's success in field. This will aid the instructor's ability to write future recommendations either for graduate school or employment.**

 Communication

Questions about the course materials, and/or paper/presentation should be brought to office hours. If a student is unable to make the posted office hours, please send an email requesting a date and time for an alternate meeting. Please allow 24 hours for a response to emails weekdays and emails on weekends and holidays will be returned on the next business day. Please ask questions early and often. When sending an email, please write name and course number in the Subject line and please write a formal email (greeting, request, closing).

 Professional Deportment
   ▪ Students are expected to adhere to the NASW Code of Ethics – all encompassing.
   ▪ Students are to display an open, non-judging attitude and corresponding behavior to their colleagues.
   ▪ WHAT IS SAID IN SEMINAR, STAYS IN SEMINAR. Students are expected to attend seminar.
      Please remember excessive absence may mean termination from the program for non-academic reasons.
   ▪ Students are to be prepared to participate.
   ▪ Students are expected to inform their instructor if they are experiencing any difficulties related to the course.
   ▪ Student work is his/her own.
   ▪ Students are expected to **turn cell phones off** while in seminar.

Plagiarism and Use of AI

Students are expected to hand in only their own original work, with appropriate references clearly cited. Plagiarism will not be tolerated and will result in a zero grade for the assignment in question, as well as possible disciplinary procedures for academic

misconduct. The instructor may also utilize plagiarism detection software on written assignments to aid in determining the originality of student work.

Use of an AI Generator such as ChatGPT, Google's Gemini, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. If the instructor questions the originality of your work, they will schedule a time to meet with you to review the assignment in question. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools will receive a zero and be reported for academic misconduct.

Use of Technology: The use of a laptop may only be used in this class with instructor approval. Please silence cell phones

Statement on Disabilities

Students with disabilities please contact the Coordinator of Disability Support Services, Reed Library (4th Floor), 673-3270. The coordinator will review the disability documentation and make determinations about the eligibly of accommodations and/or services. Please feel free to discuss these accommodations with the Field Instructor at any time.

Academic
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 https://fredonia.smartcatalogiq.com/2023-2024/catalog/ Students are expected to honor all university policies related to student responsibilities especially the academic integrity policies.

Confidentiality
During the semester there will be discussions of case examples about real people. Therefore, it is important that class members respect the confidentiality of the people who are discussed. Please be certain to alter identifying information such that the people referred to would not recognize themselves. While discussion of course material outside of class is certainly encouraged, the confidentiality of individual class members, including comments shared in class discussions, must be protected. Further, please refer to the agency's human resources policies regarding protection of confidentiality.

Self-Care
Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to course work; if so, please speak with the Faculty Instructor. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. SUNY Fredonia provides a Counseling Center to support the academic success of students. The Counseling Center provides cost-free services to help manage personal challenges that threaten well-being. Visit www.fredonia.edu/counseling for more information or call (716) 673-3424.

Tentative Course Outline – SOCW 480/485 - Seminar

Date	Topics	Reading	Learning Goals (LO). Core Competencies Practice Behaviors (EPAS)	Hours Due/ Assignment
Week 1	Review of Syllabus Seminar Orientation			
Week 2	No Class- Labor Day			
Week 3	Purpose/Expectation Learning Plan	Chapter 1 Chapter 2	LO 1,2 EPAS 1 (a) LO 2; EPAS 1 (c, d); C2 (b); C3 (a), C 4 (a); C 7 (d)	**Reflection #1**
Week 4	Guest Speakers	Chapter 3	LO 2, 4, 5 EPAS (3); 9 (c) LO 4, 5 EPAS 3 (a-b); 4 (c) 4 (a-b); 6 (a); 8 (b-d); 9 (b)	**Reflection #2** **Hours Due #1**
Week 5	Organizational Context of Practice The Community Context of Practice	Chapter 4 Chapter 5	LO 2, 3 EPAS 1 (e); 2 (a); 3 (a) 4 (c); 5 (a-b) 6 (a); 7 (c); 8 (b,d); 9 (c) LO 4, 5 EPAS 2 (a,c); 3 (a-b); 4 (c); 5(a-b); 6 (a-b); 7 (a-b); 8 (b-d)	**Reflection #3** Bring Learning Contract to Class
Week 6	The Social Problem Context of Practice The Social Policy Context of Practice	Chapter 6 Chapter 7	LO 3, 4, 5; C2 (a); C3 (a-b); C4 (a-c); C5 (a-b); C6 (a); C7 (b); LO 1-5; C1 (a-c); C2 (b-c); C 3 (b); C4 (a); C8 (a); C9 (b)	**Reflection #4** **Hours Due #2**

Week 7 (Site Visits Begin)	Professional Social Work Communication	Chapter 8 Chapter 9	LO 3-5; LO 3, 4, 5; EPAS C2 (a); C3 (a); C4 (c); 5 (a-b) C6 (a); C7 (c); C8 (b, d); C9 (c) LO 1, 2,4; C1 (a-d); C3 (a-b); C4 (a, b)	Reflection #5 Social Policy Assignment Due

Week 8	Social Work Ethics	Chapter 10	LO 1,3; C1 (a, d-c): C2 (a); C5 (a-b); C6 (a)	Refection #6 Supervision and the Learning Contract Bring a sample of your supervision agenda Hours Due #3
Week 9	Legal Issues	Chapter 11	LO 1:5; C1 (a); C2 (b); C4 (a, b); C5 (a-b); C6 (a-b-): 7 (a-d); C8 (a-c); C9 (a-c)	Reflection #7 Ethics Bring ethical dilemma from field to class
Week 10	Planned Change Process	Chapter 12	LO 3-5; C2 (a-c); C3 (a-b); C4 (b); C5 (a-b); C6 (b); C7 (a-d); C8 (a-b, d-e); C9 (a-b)	Reflection #8 Hours Due #4
Week 11	Diversity in Social Work Practice	Chapter 13	LO 1,5; EPAS C 1 (d); C4 (b); C6 (a-b)	Reflection #9
Week 12	Personal Safety Evaluating your Practice	Chapter 14 Chapter 15		Reflection #10 Hours Due #5

Week 13	No Reading-		LO 1-5; C1 (a-c); C3 (b); C4 (a, b); C5 (a-b), C8 (a); C9 (a-c)	**Reflection #10**
	Thanksgiving Break- No Class		LO 3-5: C1 (a, b); C2 (c); C3 (b); C4 (a, c); C6 (b)	**Reflection #11** Ethics Assignment Due 12/9 by 11:59pm on FREDLearn **Hours #6 Due**
Week 14	Professional & Personal Identity	Chapter 16		
Week 15	Leadership & Social Justice	Chapter 17		**MID YEAR EVALUATIONS DUE** **Hours #7 Due**
Final Exam Week				**Hours #8 Due**

Academic Year XXX-XXX

August

      XX: Fall Semester Begins/Student Orientation at first class

      Field Practicum Begins

September

      X: Labor Day/ No Classes*

October

      X: Site Visits Begin

XXXXX- Fall Break *

      XXX - Academic Advising & Course Selection

November

      XX: Mid-year Evaluations to be sent out

    XX: Thanksgiving Break/ No Classes*

December

      XX: Mid-Year Evaluation Due

    XX: Last Day of Classes

    XX: Last Day of Fall Placement

    XXXX: Exam Week

Winter Break**

January

      XXX: Field Practicum Resumes

February

    XX: Site Visits Begin (if needed)

March

      XXXX: Spring Break*/No Classes

April

    XX: No Classes (observation of Easter) *

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XXX: Field Instructor and Student meet to discuss Year-End Evaluation

May

    X: Last Day of Class/Year-end Evaluation Due

    X: Last Day of Placement

    XXX: Finals Week

    XX: Commencement

*Students are entitled to these days off. However, they can decide to complete hours during these breaks with Field Instructor approval.

** Students are not allowed to complete Field hours during Winter Break.

Instructor:
Location:
Time:
Office:
Phone:
E-mail:
Office Hours:

Required Reading:
SUNY Fredonia Field Manual. A link to the manual is located on ONCOURSE and the Department Webpage.

Course Descriptions:
For registration and class sectioning purposes only, Spring Field Practicum is divided into two 3 credit hour courses. Course descriptions follow:
SOCW 490: Field Practicum II ---Is the continuation of the students' experiential learning at the same agency in which the student was placed during SOCW480. Students need to complete 225 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 which allows 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. Perquisites: SOCW 480 and SOCW 485, SOCW 390; Co-Requisite: SOCW 400

Rationale:
In the 2022 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.

Educational Policy 3.3—Signature Pedagogy: Field Education
Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, 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 and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology (Taken directly from https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-Educational-Policy-and-Accreditation-Standards-(EPAS).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 and begin to operationalize the definition of generalist social work as conceptualized by the Council on Social Work Education (2022):

> Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice

You will understand that although social work interventions tend to target 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, issues and needs.

SOCW490/495 marks the final courses in the professional education and serves as a "capstone" educational experience. SOCW490/495 is taken concurrently with SOCW 400: Practice with Organizations and Larger Social Systems. 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 you're your professional self by the end of the semester. 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 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 490/495 is related to all the EPAS Education Policy Statements. In addition, this course specifically addresses the following statements and accreditation standards: EP 3.3 (Field Education) as given above and Competency 1. Since this course is a continuation, see SOCW 480/485 syllabus for details.

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

CSWE EPAS Competencies:

> **Competency 1**-Demonstrate ethical and professional behavior.
> **Competency 2**-Advance human rights, and social, racial, economic, and environmental justice.
> **Competency 3**-Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
> **Competency 4**-Engage in practice-informed research and research-informed practice.
> **Competency 5**-Engage in policy practice.
> **Competency 6**-Engage with individuals, families, groups, organizations, and communities.
> **Competency 7**-Assess individuals, families, groups, organizations, and communities.

Competency 8-Intervene with individuals, families, groups, organizations, and communities.
Competency 9-Evaluate practice with individuals, families, groups, organizations, and communities.

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

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

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

Departmental Learning Goals Related to the Social Work Program
- Students will develop critical thinking skills in order to promote enhanced problem solving and decision making.

- Students will develop writing skills to the level of an entry level professional or a beginning graduate student.

- Students will develop the ability to comprehend the complexity and diversity of human societies and cultures.

- Students will develop abilities to frame questions, design research projects, collect data, analyze data, and draw valid conclusions from these data.

- Students will develop the ability to understand and apply the major conceptual orientations and theoretical.

Student Conduct: classroom requirements:
"As members of the Fredonia community, we are all responsible for taking care of ourselves and others during these challenging times. In particular, we are all counting on each other to engage in safe behaviors while on and off campus. This Includes professors, staff members, students, and essential visitors. Fredonia's Code of Conduct, states that, "[a]ll members of the University community share the responsibility for protecting and maintaining community health, safety, and the rights of other persons."

Finally, if you are unable to attend class at any time, please be sure to reach out to your professors so that they can help you stay on track. It is far too easy to get behind when dealing with the usual day-to-day issues that crop up; _Please know that we're here to help!_

Instructor's Expectations of Students
• Read and analyze assigned chapters and articles in preparation for class.
• Complete all assignments on time.
• Share relevant professional experiences in class.
• Be a creative, analytical, thoughtful, and active learner.

As social workers, it is extremely important that we model professional deportment throughout our learning and work experiences. For SOCW 495 professional deportment requires that you regularly attend class, pay attention in class, read assigned readings, participate in class activities, and inform the instructor if you are experiencing any problems related to the course. You are responsible for the content of any missed sessions. Please develop a mutual relationship with a classmate who will assist you with obtaining course materials during an absence. You are also responsible for handing in your assignments on time. **Late assignments will not be accepted. Attendance is not optional. Your presence is required for two reasons: your experiences contribute to the learning process and your classmates will need your professional knowledge to complete course tasks.** Furthermore, attendance is one measurement of success and helps with writing recommendations. See below for more information.

Professional Department
• Students are expected to adhere to the NASW Code of Ethics – all encompassing.
• Students are to display an open, non---judging attitude and corresponding behavior to their colleagues.

• **WHAT IS SAID IN SEMINAR, STAYS IN SEMINAR**: please refer to the confidentiality agreement.
• Students are expected to attend seminar. Please remember excessive absence may mean termination from the program for non-academic reasons. *A student who misses more than two seminar classes, without emailing the instructor before class, becomes at risk of receiving an "F" for SOCW495*. This means they will not have the required grade to continue in Field Practicum.
• Students are to be prepared to participate.

Instructional Methods
Traditional Experiences: Seminar style discussion

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

Field Experiences: Practicum --- Completion of 225 hours of supervised generalist social work activities in an agency. Field Contract guides activities.

Evaluation Criteria, Grade Assignments, and Expectations

A grade is achieved in this course through the accumulation of points. The grade you earn on assignments is a direct result of your efforts pertaining to your course attendance, course participation, use of office hours, comprehension of assignments, time management, use of scholarly and dependable resources, execution of writing, and review of work.

The numerical equivalents for letter grades are:

A = 93 and above	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B - = 80-82	D- = 60-62
C+ = 77-79	F = below 60

Description of letter grades.

A is awarded for excellent work
B is awarded for good work
C is awarded for marginal work
D is awarded for below marginal work
F is awarded for failing work

The criteria for evaluation of student's written work.

Mastery of content
Critical thinking
Organization of material
Use of proper grammar and APA citations and references
Integration and application of course content   to social work
Ability to conceptualize

The Faculty Field Liaison grades SOCW 490 are judged based on the following: Field Evaluation form (70 points for grade determined by scoring rubric) Hours completed (30 points)

For SOCW 495, the Faculty Field Liaison uses the following formula:
60 points of the grade is the SOCW 490 grade.
40 points of the grade is based upon the student's participation in Field Seminar: attendance/participation (see below), homework, and weekly logs (see below). Homework must be handed in on time to receive a grade.

SOCW 495 Grade Components:

☐	Attendance and Participation	100 points
☐	Practicum documents & evaluations	100 points
☐	Research Project/Agency Poster Presentation	500 points
☐	Weekly Reflections	100 points

Weekly Log Grading Scale

☐	11 Reflections	100 points
☐☐	10 Reflections	80 points
☐☐	9 Reflections	60 points
☐☐	8 Reflections or less	0 points

Practicum Attendance Scale

☐☐	12 -13 Classes	100 points
☐☐	11 Classes	50 points
☐	10 classes or less	0 points

Learning Contract: At the beginning of the semester, you and your agency Field Instructor will review your Fall Learning Contract. Your Faculty Field Liaison will assist with and monitor the Learning Contract. The specific focus of the faculty liaison site visit (if needed) of the spring semester is the review and/or revision of the contract. Although an ungraded assignment, the contract is essential for success.

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 are unknown to the Field Instructors and students.

Weekly Reflection Log: each of you is required to keep a weekly reflection log. Use the FREDLearn Drop Box to submit your logs. **All weekly reflections will be due by 5:00 pm each Sunday or as directed by the Faculty Field Liaison/Instructor.** Late logs will not be accepted. Reflective logs are not a list of things you have done during the week. They are a way to demonstrate professional growth in your thinking and problem solving. Your logs are a tool for faculty to assess your professional growth and to provide you with feedback on your performance and thinking in the field.

Some rules governing the Reflection Log:
● The content in the logs must reflect critical thinking.
● The content in the logs must reflect significant learning experiences, both positive and negative, however, logs 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. The logs 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 always be maintained.
- In addition to the Reflection Log form found in the Field Manual, students can access them on---line via FREDLearn.

Research Literature Review Project & Agency PowerPoint Presentation:
The main academic assignment of this course is the research project that integrates the students' learning in their field experience with the academic theory of the social work discipline and the EPAS core competencies. The research is divided into multiple components, with due dates spread across the entire semester. The project culminates in a form of a research paper, with a PowerPoint presentation highlighting the findings and points of learning. The PowerPoint will be exhibited during the Field Seminar Celebration at the end of the semester.

One point will be deducted each day for late submission of each component of the final grade. PLEASE NOTE: THE RESEARCH PAPER IS TO ASSESS THE KNOWLEDGE OBTAINED DURING THE STUDENTS' LEARNING IN FIELD PRACTICUM INTEGRATING PAST AND PRESENT COURSE WORK. THEREFORE, NONE OF THE CONTENTS OF THIS ASSIGNMENT ARE NOT TO BE USED OR TAKEN FROM ANY OTHER SOCIAL WORK CLASS.

The individual components of the project are listed below:
Follow this guideline: https://docs.google.com/document/d/15b94C_OFZJD5FgDeWwnSdRKIiVG7NP4Z/edit

Bi---Weekly Time logs: Time logs are due every other week. 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. MAKE COPIES OF YOUR TIME LOGS for your records. If there are discrepancies regarding your time, you must be able to produce a copy of your log. You must keep track of your hours. You may ask your field liaison for a summary of your completed hours at any point in the semester.

To ensure that all hours are properly recorded, there will be a timetable you must adhere to receive credit for your hours. Your failure to submit timesheets according to the schedule will directly impact the grade you receive for SOCW 490 and 495 and your grade will be reduced by 1/2 letter grade.

There is a total of 8-time sheets for the spring semester:
Time Sheet Weeks Included Final Due Date
1- Monday XXXX
2- Monday XXXX
3- Monday XXXX
4- Monday XXXX
5- Monday XXXX
6- Monday XXXX
7- Monday XXXX
8- Monday XXXX

Site Visits - Faculty Field Liaisons will make one site visit if needed to your practicum. If there are issues, there may be a visit to help you, your field instructor, and your field liaison to review and update your Learning Contract. Please make copies for each person attending the meeting. Any revisions to the learning contract should be submitted as an amendment memo with the original Field Contract no later than one week after the site visit.

Field Seminar Participation and Class Facilitation--- each week there will be one facilitator/or one group who will facilitate and lead discussion of seminar issues. The group will give feedback to the facilitator each week. The expectation for spring facilitation will be that the student/s will lead the discussion and integrate the theory, social work skills, and creativity to present engaging and thoughtful presentations and discussions implementing the core competencies associated with practicum experiences.

University Policies and Resources:
The social work program follows all the university's academic policies, most of which are found in the UniversityCatalog. 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 student responsibilities, especially the academic integrity policies. Students with disabilities please contact the Coordinator of Disability Support Services, Reed Library (4th 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.

Plagiarism: Plagiarism in any part of the assignments will result in a failing grade for the course. Please see me should you need clarification on how to cite or reference course materials or other sources.

Use of Technology: With instructor permission, you may use your laptop in this class. You may not use your telephone in this class.

<div align="center">

Course Schedule: SOCW 495 Tentative Outline Spring

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Week/Date Topic/Readings Assignments

WEEK 1: Welcome Back, Housing Keeping, Learning Goals, Q&A
WEEK 2: Discuss Research/Agency PowerPoint Project Reflection
WEEK 3: Problem statement review –Due at the start of class Reflection
WEEK 4: Learning contract review
WEEK 5: Introduction due/ APA formatting Reflection- submit online
WEEK 6: Social Problem/Social Policy/Due at the start of class Reflection
WEEK 7: Problem Identification & Social Policy /Due at the start of class Reflection
WEEK 8: NO CLASS- Spring Break- Job Search/Career Services – Resumes, CV's/ and cover letters Reflection
WEEK 9: Planned Process – Due at the start of class Reflection
WEEK 10: Annotated Bibliography- 2 articles- Due at the start of class Reflection
WEEK 11: Intervention & Evaluation –Due at the start of class Reflection
WEEK 12: Discussion/Recommendation –Due at the start of class Agency PowerPoint Presentation Due by 3:00 pm Reflection
WEEK 13: Recognition and Awards Celebration/ Agency PowerPoint Presentations Congratulations!
WEEK 14: FINAL EXAMS WEEK

SUNY Fredonia Social Work Program

Learning Contract

Student:_____

Field Instructor:_____

Agency:_____

Faculty Liaison:_____

Date: _____

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 attaching an addendum. 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. For the Fall Field Site Visit, please type the Learning Contract and provide all meeting participants with a copy. After the meeting, if there are revisions, please make all revisions and submit within one week to the assigned Faculty Liaison.

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.

Competency (COMP) 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

c. use technology ethically and appropriately to facilitate practice outcomes; and

d. use supervision and consultation to guide professional judgment and behavior.

Task

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Activity	Micro	Mezzo	Macro

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Method of Evaluation/Outcome (check all that apply)
- o Direct observation
- o Feedback from agency professional
- o Communication (verbal or written)
- o Community/Client feedback
- o Other

Competency (COMP) 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Task

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Activity	Micro	Mezzo	Macro

Method of Evaluation/Outcome (check all that apply)
- o Direct observation
- o Feedback from agency professional
- o Communication (verbal or written)
- o Community/Client feedback
- o Other

Competency (COMP) 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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Activity	Micro	Mezzo	Macro

Method of Evaluation/Outcome (check all that apply)
- o   Direct observation
- o   Feedback from agency professional
- o   Communication (verbal or written)
- o   Community/Client feedback
- o   Other

Competency (COMP 4): Engage In Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources

Social workers:

a.   apply research findings to inform and improve practice, policy, and programs; and

b.   identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

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Activity	Micro	Mezzo	Macro

Method of Evaluation/Outcome (check all that apply)
- o Direct observation
- o Feedback from agency professional
- o Communication (verbal or written)
- o Community/Client feedback
- o Other

Competency (COMP) 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

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Activity	Micro	Mezzo	Macro

Method of Evaluation/Outcome (check all that apply)
- o Direct observation
- o Feedback from agency professional
- o Communication (verbal or written)
- o Community/Client feedback
- o Other

Competency (COMP) 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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Activity	Micro	Mezzo	Macro

Method of Evaluation/Outcome (check all that apply)
- o   Direct observation
- o   Feedback from agency professional
- o   Communication (verbal or written)
- o   Community/Client feedback
- o   Other

Competency (COMP) 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

a.   apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

b.   demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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Activity	Micro	Mezzo	Macro

Method of Evaluation/Outcome (check all that apply)
- o   Direct observation
- o   Feedback from agency professional
- o   Communication (verbal or written)
- o   Community/Client feedback
- o   Other

Competency (COMP) 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

a.   engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

b.   incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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Activity	Micro	Mezzo	Macro

Method of Evaluation/Outcome (check all that apply)
- o Direct observation
- o Feedback from agency professional
- o Communication (verbal or written)
- o Community/Client feedback
- o Other

Competency (COMP) 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

a. select and use culturally responsive methods for evaluation of outcomes; and

b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Task

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Activity	Micro	Mezzo	Macro

Method of Evaluation/Outcome (check all that apply)
- o Direct observation
- o Feedback from agency professional
- o Communication (verbal or written)
- o Community/Client feedback

 o Other

Signatures:

_____ Date_____
Student

_____ Date_____
(Field Instructor)

_____ Date_____
(Task Supervisor, if applicable)

_____ Date_____
(Faculty Liaison)

Student: _____

Field Instructor: _____

Organization: _____

Have you held a meeting to discuss Mid-Year Evaluations with this Student?   Yes   No

If No, when will you review the evaluation with the student? _____

Part 1 Directions: Please indicate if the student does the following while in placement?

Student Responsibilities:	Yes	No
Keeps a consistent schedule.		
Is punctual.		
Calls into inform you when ill or running late.		
Dresses appropriately according to agency standards.		
Takes ownership of his/her learning by taking the initiative to seek practicum opportunities.		
Behaves in a professional manner (in the agency and in the community) and acts responsibly.		
Uses appropriate behavior 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.		

Comments: _____

_____

Part 2 Directions: Please indicate with an (X) how the student is progressing in the following core competency areas. Please feel free to add additional comments at the end of each competency**. If the student is only demonstrating the competency occasionally, or has never demonstrated the behavior, please use the comment section to detail a plan of how you and the student will work towards improving and successfully demonstrating the competency**.

COMP 1: Demonstrate Ethical and Professional Behavior.
Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Competency Behavior	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;				
2. demonstrate professional behavior; appearance; and oral, written, and electronic communication;				
3. use technology ethically and appropriately to facilitate practice outcomes; and				
4. use supervision and consultation to guide professional judgment and behavior				

Comments:_____

_____

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COMP 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Competency Behavior	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. advocate for human rights at the individual, family, group, organizational, and community system levels; and				
2. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.				

Comments: _____

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COMP 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Competency Behavior	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and				
2. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.				

Comments: _

COMP 4: Engage In Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Competency Behavior	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. apply research findings to inform and improve practice, policy, and programs; and				
2. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research				

methods to advance the purposes of social work.				

Comments: _

COMP 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Competency Behavior	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and				
2. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.				

Comments: _

COMP 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals,

families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency Behavior	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and				
2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.				

Comments:__

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COMP 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Competency Behavior	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing				

Competency Behavior	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
clients and constituencies; and				
2. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.				

Comments:_ _____

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COMP 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Competency Behavior	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and				
2. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies				

Comments:_ _____

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COMP 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Competency Behavior	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. select and use culturally responsive methods for evaluation of outcomes; and				
2. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.				

Comments:__

Part 3: Additional Comments:

Field Instructor Signature: _____ Date: _____

Task Supervisor Signature: _____ Date: _____
(if applicable)
Student Signature: _____ Date: _____

Field Liaison Signature: _____ Date: _____

SOCIAL WORK PROGRAM
Year End Evaluation
_____**Academic Year**

Student: _____

Field Instructor:_____

Task Supervisor:_____**(if applicable)**

Organization: _____

Date: _____

Directions: Please assess the level of competence your student demonstrates in each of the practice areas listed below. For each section of competency, please tell us your evaluation by placing an (X) or a checkmark in one of the appropriate columns:

Please use the following scale for your ratings:

1	The intern has not met the expectations in this area, and I do not anticipate that the intern will meet the expectations in this area in the near future.
2	The intern has not as of yet met the expectations in this area, but I anticipate that the intern will meet the expectations in the near future.
3	The intern has met expectations in this area.
4	The intern is functioning above expectations in this area.
5	The intern has excelled in this area.

Since this evaluation will be used to compute the student's final grade for their practicum course, it is important to get an accurate and thorough assessment. So, if more than one person supervised the student during the academic year, please consult all parties before completing this form.

After you have completed the form, please review your final evaluation with the student, so they will know where they have grown over the academic year and where they have opportunities for growth.

Should you have questions, please consult your Field Liaison. Please return this form via email to the Field Liaison or deliver to W383 Thompson Hall, State University of New York Fredonia, Fredonia, New York, 14063 no later than the first <u>Friday in May by 3:00 pm</u>.

Thank you for serving as a Field Instructor.

Part 1: Competencies

COMP 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Competency Behaviors	Competency Not Met		Competency Met		Competency Exceeded
	1	**2**	**3**	**4**	**5**
1. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;					
2. demonstrate professional behavior; appearance; and oral, written, and electronic communication;					
3. use technology ethically and appropriately to facilitate practice outcomes; and					
4. use supervision and consultation to guide professional judgment and behavior					

Comments:

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COMP 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Competency Behaviors	Competency Not Met		Competency Met		Competency Exceeded
	1	2	3	4	5
1. advocate for human rights at the individual, family, group, organizational, and community system levels; and					
2. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.					

Comments:

COMP 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Competency Behaviors	Competency Not Met		Competency Met		Competency Exceeded
	1	**2**	**3**	**4**	**5**
1. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and					
2. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.					

Comments:

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COMP 4: Engage in Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Competency Behaviors	Competency Not Met		Competency Met		Competency Exceeded
	1	2	3	4	5
1. apply research findings to inform and improve practice, policy, and programs; and					
2. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.					

Comments:

96

COMP 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Competency Behaviors	Competency Not Met		Competency Met		Competency Exceeded
	1	2	3	4	5
1. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and					
2. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.					

Comments:_____

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COMP 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency Behaviors	Competency Not Met		Competency Met		Competency Exceeded
	1	2	3	4	5
1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and					
2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.					

Comments:_____

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COMP 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Competency Behaviors	Competency Not Met		Competency Met		Competency Exceeded
	1	2	3	4	5
1. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and					
2. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.					

Comments:_____

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99

COMP 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Competency Behaviors	Competency Not Met		Competency Met		Competency Exceeded
	1	2	3	4	5
1. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and					
2. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies					

Comments:

COMP 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Competency Behaviors	Competency Not Met		Competency Met		Competency Exceeded
	1	2	3	4	5
1. select and use culturally responsive methods for evaluation of outcomes; and					
2. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.					

Comments:_____

Part 2: *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 Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	1	2	3	4	5
1. This field student demonstrates ethical and professional behavior.					
2. This field student advances human rights and social, racial, economic, and environmental justice.					
3. This field student engages anti-racism, diversity, equity, and inclusion (ADEI) in practice.					
4. This field student engages in practice-informed research and research informed practice.					
5. This field student engages in policy practice.					
6. This field student engages with individuals, families, groups, organizations, and communities.					
7. This field student assesses individuals, families, groups, organizations, and communities.					
8. This field student field student intervenes with individuals, families, groups, organizations, and communities.					
9. This field student evaluates practice with individuals, families, groups, organizations, and communities.					

Comments:_____

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Part 3: Additional Comments:

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Field Instructor:_____**Date:**_____

Task Supervisor:_____**Date:**_____
(if applicable)

Student:_____**Date:**_____

Faculty Liaison:_____**Date:**_____

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 socialwork, 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 Fredonia Human Subjects Review policy (printed below)

Campus Policy on the Use of Human Subjects-taken from
https://www.fredonia.edu/about/offices/sponsored-programs/HS-Policies

A. Human Subjects

Research, experimentation, teaching, and other activities involving the use of human subjects conducted under the aegis of the State University of New York at Fredonia are under the jurisdiction of the campus Human Subjects Review Committee (HSRC). **Consequently, all such activities are subject to review and approval.** In deciding whether to approve projects, the committee will consider:

1. The rights and welfare of the individuals involved,
2. The appropriateness of the methods proposed to be used in obtaining subjects' informed consent, and
3. The risks to the human subjects and the potential benefits of the research.

While conscious of the serious implications of its charge, the committee is nevertheless concerned that its activities and jurisdiction not obstruct in any way academic research and teaching programs in which proper attention has been given to the rights and welfare of human subjects who may be involved as participants. It is inevitable there will be occasions when these two goals (the committee's responsible discharge of its duty and the freedom of an investigator to organize and conduct a project in the way he/she chooses) come into conflict. In such cases, the committee will work with investigators and make every attempt to resolve the problems. In so committing itself, however, the committee emphasizes that it does have final campus jurisdiction over studies using human research subjects.

Therefore it is incumbent upon those proposing the use of human research subjects to assure the committee that subjects' rights and welfare will be protected.

IMPORTANT: All faculty/staff research using Human Subjects must be submitted for review regardless of Category.

B. When to Submit an Application to the Human Subjects Review Committee

It is the responsibility of the investigator to apply for approval to use human research subjects. It is recommended that the researcher refer to the Human Subject Regulations Chart: http://www.hhs.gov/ohrp/policy/checklists/decisioncharts.html#c1. All research must employ procedures designed to minimize the risk of physical, psychological, or social harm to subjects.

The following three categories of research activities should be used as a guide. Questions concerning the classification of a particular study into one of these three categories can be directed to the Campus Human Subjects Administrator (Human.Subjects@fredonia.edu).

CATEGORY I • Exempt Research (No HSRC review required)

Research projects in which the only involvement of human subjects will be of one or more of the following activities may be determined Exempt by the Campus Human Subjects Administrator:

1. Projects involving collection of data through the use of opinion surveys, questionnaires or interviews for which response is voluntary and completely anonymous unless the information is identifiable and disclosure would place the subject at risk. **IMPORTANT**: Surveys and interviews of children (under 18 years of age) are NOT exempt.

2. Research conducted in established or commonly accepted educational settings, involving typical educational practices, such as research on regular and special education instructional strategies, research on the effectiveness of or the comparison among instructional techniques, curricula, classroom management methods, and in-class demonstration studies or laboratory exercises. **IMPORTANT**: Any study requiring that children be removed from their regular classroom situation for testing is NOT exempt.

3. Projects limited to the observation of public behavior for which anonymity of subjects is maintained. **IMPORTANT**: Observation of public behavior of children (under 18 years of age) is NOT exempt if the investigator is a participant observer.

4. Research involving the collection or study of existing data, documents, or records if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

N.B. Projects conducted as instructional demonstrations where subjects are not solicited from outside the classroom do not need to be reviewed by the HSRC. Care should be taken to protect the rights and welfare of students who act as subjects. However, if classroom demonstration data is to be published or presented, then an application to the Campus Human Subjects Administrator is necessary.

IMPORTANT: An Exempt determination cannot be made by the researcher (see Section C The HSRC Review Process for submission procedures).

CATEGORY II - Research Activities Subject to Expedited Review

Projects that do not meet the criteria for Category I and involve no more than minimal risk to the subjects may be considered for an Expedited Review. Minimal risk is defined as "…the probability and magnitude of physical or psychological harm that is normally encountered in the daily lives, or in the routine medical, dental, or psychological examination of healthy persons" (Department of Health and Human Services Code of Federal Regulations: 45 CFR 46.303(d)).

Projects that are eligible for 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 audio or video recordings/images.

5. Studies of healthy individuals involved in moderate exercise.

CATEGORY III - Research Activities Subject to Full HSRC Review

Projects that do not meet the criteria for Exemption (Category I) or Expedited Review (Category II) because subjects will be exposed to more than minimal risk (e.g., physical or psychological harm, use of invasive techniques or unusual therapeutic techniques), must undergo Category III, Full Committee Review.

Other projects requiring Full Committee Review include the following:

1. Projects requiring the use of deception.

2. Projects requiring the use of subjects from populations in need of special protection, such as prisoners, individuals with disabilities, pregnant women, and children (except for studies using children that fall under the educational research exemptions described previously).

C. The HSRC Review Process

The HSRC conducts business during the academic year. Protocols are reviewed only when classes are in session during spring and fall semesters and must be submitted at least three weeks prior to the end of the semester if approval is needed during that semester. Keep in mind that data collection will take additional time, so planning ahead is important if the project must be completed before the semester ends.

CATEGORY I Exempt

Investigators who feel their projects fall under this category must send an email to Human.Subjects@fredonia.edu that briefly describes the nature of the project (including instruments to be administered) at least three weeks before the anticipated start of the project. It is important to note that even if a project is determined to be Exempt, the investigator must still submit completed hard copy HSR application to the Campus Human Subjects Administrator at E230 Thompson Hall and an electronic PDF copy via email to Human.Subjects@fredonia.edu. If the proposal is incomplete, specific changes will be requested for further review.

IMPORTANT:

- **No research can commence until approval is issued.**
- **An Exempt determination cannot be made by the researcher.**
- **Studies falling into the exempt category will be reviewed within approximately three weeks.**

CATEGORY II Expedited

Investigators who feel their projects fall under this category must send both a completed hard copy HSR application to the Campus Human Subjects Administrator at E230 Thompson Hall and an electronic PDF copy via email to Human.Subjects@fredonia.edu.. The application will be sent to one member of the HSRC for review if it is determined that it can be expedited. To minimize the potential for coercion or conflict of interest, the reviewer will be a committee member who does not work in researcher's home department. An expedited review can take up to three weeks. The HSRC member to whom the application was sent will evaluate the effectiveness of procedures designed to protect human research subjects. If these procedures are not deemed adequate, specific conditions will be placed and changes will be requested. The researcher will be notified of either approval or concerns via email from the Campus Human Subjects Administrator. The applicant will be responsible for submitting any necessary revisions prior to commencing the study.

IMPORTANT:

- **No research can commence until approval is issued.**
- **Studies falling into the expedited category will be reviewed within approximately three weeks**

CATEGORY III Full Committee Review

Investigators who feel their projects fall under this category must send both a completed hard copy HSR application to the Campus Human Subjects Administrator at E230 Thompson Hall and an electronic PDF copy via email to Human.Subjects@fredonia.edu.

During a Full HSRC review, committee members meet face-to-face to evaluate procedures designed to protect human research subjects. Researchers are welcome, though not required, to attend meetings. If these procedures are not deemed adequate, specific conditions will be placed and changes will be requested. The researcher will be notified of either approval or concerns via email from the Campus Human Subjects Administrator. The applicant will be responsible for submitting any necessary revisions prior to commencing the study.

IMPORTANT:

- **No research can commence until approval is issued.**
- **Studies requiring review by the full board (i.e. your study does not meet the expedited criteria) could take a month to 6 weeks for review.**

D. How to Prepare an Application

In order for the HSRC to have adequate information on which to base its review of a proposed project, the researcher must complete and submit a HSR application. The HSR application can be found at www.fredonia.edu/sponsored-programs/human-subjects and consists of Part I, a two-page cover sheet, and Part II, a written description of the project. The written description must be organized and numbered in the format specified in Part II of the application and should provide detailed information on the eight items in the section.

E. Student Research and Faculty/Staff Sponsor Responsibilities

*All students conducting research need to be sponsored by a faculty or staff supervisor/instructor. Hereafter, the faculty or staff supervisor/instructor will be referred to as "Sponsor."

Student Research

All student investigators must have a Fredonia sponsor who is responsible for insuring that all procedures of the project are in compliance with the Campus Policy on the Use of Human Subjects:

1. The State University of New York at Fredonia does not require student projects to be reviewed **if the data will not be disseminated beyond the institution.**
2. In cases where the sponsor believes there may be some risk to the human subjects involved, student research proposals should be submitted to the HSRC for approval, even if the data collected will not be published or presented outside of the classroom, (psychological or otherwise).
3. If there is any intent to publish, present, or otherwise disseminate research data or findings outside the course in the future (e.g., for a Senior Paper, a Master's Thesis, by the instructor), an application **must** be submitted for **review and approval by the HSRC prior to the start of recruitment and data collection**.
4. Students should discuss the purpose and intent of their research with their sponsor so that they can determine whether HSRC review is necessary.

Even if not submitting the HSR application to the HSRC, all student investigators must submit to their sponsor a completed HSR application describing in detail the nature of their research and the step-by-step procedures planned to collect data and ensure the protection of human research subjects. The HSR application must include an informed

consent process, including the appropriate consent form(s). **If this is not being submitted to the HSRC, the sponsor should keep a copy on file in their office for three years.**

Student research projects that will be submitted for review by their sponsor should include both a completed hard copy HSR application to the Campus Human Subjects Administrator at E230 Thompson Hall and an electronic PDF copy via email to Human.Subjects@fredonia.edu. The sponsor must sign the HSR application certifying that the project is under his/her supervision and attesting that they have reviewed the material in the application.

All student investigators and their sponsor must complete CITI training (Collaborative Institutional Training Initiative at the University of Miami), an online course in the protection of human subjects that can be found at https://www.citiprogram.org. **This online training must be completed even if there is no intent to submit the HSC application to the HSR Committee**. Fredonia requires successful completion of Course 1, the Basic Course, before approval of any project using human research subjects.

In general, it is advisable for students to select research projects that are Exempt

(Category I) or eligible for Expedited review (Category II). In this way, approval for the projects will be conducted as soon as possible. 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 sponsor to ensure that students use only approved procedures.

Sponsor Responsibilities Regarding Student Research

Please review section on **Student Research** to determine whether the student needs to submit an HSR application to the Committee. Sponsors must carefully read and review student projects as outlined on each HSR application and evaluate:

1. The rights and welfare of the individuals involved,
2. The appropriateness of the methods proposed to be used in obtaining subjects' informed consent, and
3. The risks to the human subjects and the potential benefits of the research.

Sponsors must complete and must ensure their students have completed CITI training (Collaborative Institutional Training Initiative at the University of Miami), an on-line course in the protection of human subjects that can be found at https://www.citiprogram.org. The campus requires successful completion of Course 1, the Basic Course, before approval of any project using human research subjects.

Sponsors must sign and date each application, verifying they have reviewed and approved of the project, in particular that the rights and welfare of the subjects are protected, the methods are appropriate, and any risks are outweighed by benefits of the research.

F. Classroom Research

The State University of New York at Fredonia does not require student projects conducted in courses to be reviewed **if the purpose of these projects is only pedagogical in nature. However, all students conducting research must fill out an HSR application to be held on file with our office on campus (See Section E above). If a sponsor has students who might present their research outside of the classroom or submit a paper for publication, the student research must be submitted and approved by the HSRC.** While the HSRC does not require review of classroom projects, it is understood that instructors in these courses are providing the appropriate supervision of students, are teaching students the ethics of human research, and ensuring that students are conducting research in a proper manner. Any student research proposal may be submitted to the HSRC for approval, even if the data collected will not be published or presented outside of the classroom. In cases where the sponsor believes there

may be some risk to the Human Subjects, student research proposals should be submitted to the HSRC for approval, even if the data collected will not be published or presented outside of the classroom, (psychological or otherwise).

If there is any intent to publish, present, or otherwise disseminate research data or findings outside the course in the future (e.g., for a Senior Paper, a Master's Thesis, by the instructor), an application **must** be submitted for **review and approval by the HSRC prior to the start of recruitment and data collection**. Students should discuss the purpose and intent of their research with their sponsor so that they can determine whether HSRC review is necessary.

G. Blanket Exemption of Class Research

The review process for Blanket Exemptions can take several weeks.

The Blanket Exemption form should be used by faculty or staff who are submitting student research proposals that they believe to be Exempt (Category I) but may result in publications or presentations outside of the institution. The State University of New York at Fredonia does not require student projects conducted in courses to be reviewed **if the purpose of these projects is only pedagogical in nature.**

INSTRUCTORS SUBMITTING A BLANKET EXEMPTION FORM MUST:

1. Ensure that all procedures of the students' research are supervised by the instructor.
2. Provide a completed *Instructor's Approval and Blanket Exemption for Class Research* form found at /sponsoredprograms/humansubjects.
3. Include completed and signed student HSR application with the *Instructor's Approval and Blanket Exemption for Class Research*
4. Provide a list of student names and project titles for consideration.
5. Collect and attach copies of the students' CITI Training (Collaborative Institutional Training Initiative at the University of Miami) Certificates (Course I, the Basic Course) from the online course in the protection of human subjects that can be found at https://www.citiprogram.org.
6. Submit hard copies of the above documents (*Instructor's Approval and Blanket Exemption for Class Research*, the completed and signed HSR applications, list of student names and research projects, and CITI Training Certificate of Completion [Course I, the Basic Course]) to the Campus Human Subjects Administrator at E230 Thompson Hall and an electronic PDF of these documents via email to Human.Subjects@fredonia.edu.
7. Keep records. In accordance with campus policy, instructors must keep records, including application forms, informed consent documents, and data for a minimum of three years.

When in doubt about whether or not a research project is Exempt, the instructor should contact the campus Human Subjects Administrator to determine the appropriate research category (Exempt: Category I; Expedited: Category II; Full Committee Review: Category III). This should be done as early in the semester as possible.

IMPORTANT:

- **No research can commence until approval is issued by the Campus Human Subjects Administrator**

H. Informed Consent

Informed consent, a crucial element of human subjects' research, is a process, not just a form. 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. There are very few research situations which do not require a participant's signature on an informed consent form. Permission from the HSRC is always necessary for waiving this requirement.

The Informed Consent process should:

1. Provide sufficient opportunity to the prospective subject or his/her representative to consider whether or not to participate, including sufficient time to review and consider the Informed Consent Form;
2. Minimize the possibility of coercion or undue influence;
3. Employ a consent form that provides information in language that is understandable to the prospective subject or his/her representative;
4. Follow an appropriate and culturally-sensitive process of information sharing leading up to and including obtaining the participant's signature on the informed consent form;
5. Should utilize Child Assent process if the prospective subject is a child under age 18. Therefore the researcher must create both an informed consent form for parents/guardians and a child assent form, as delineated below.

The subject, or his/her representative, cannot be made to waive or appear to waive any of his/her legal rights, or release the investigator, the sponsor, the institution or its agents from liability for negligence.

The actual procedure to be utilized in obtaining legally effective informed consents must be fully documented. This is accomplished by using a written Consent Form, which must contain **all** the elements listed below. The Consent Form must be read by or to the subject or his/her legally authorized representative and signed by the person giving consent. The signed Consent Form must be kept secure in the investigator's files for at least three years following the completion of the study.

When Child Assent Form is necessary, the Form must be kept secure in the investigator's files for at least three years following the completion of the study. Details regarding the specifics of the Child Assent Form and process are stated below.

IMPORTANT: The final Consent Form that will be administered to subjects must first be approved by the HSRC before it can legally be administered.

The Informed Consent Form must include:

- a statement that the study is research
- the purpose of the research study
- a description of procedures
- how long subjects will be involved in the study
- both the potential benefits and the risks and/or discomforts of participants
- how confidentiality of subjects and their data will be maintained
- the statement that participation is voluntary and that the subjects can withdraw at any time without penalty; and
- the names, phone numbers, campus addresses and campus email addresses of the PIs, the faculty or staff sponsor (if student research is being submitted) and the Campus Human Subjects Administrator.

The Child Assent Process:

Legally, children are not able to give informed consent until the age of 18. Before taking part in a research study, the child is asked for his/her assent. Assent means that the child agrees to participate in the study. The child may also choose not to participate in the study (dissent).

To participate in the assent process, children must be mature enough to understand the research study and what they are expected to do. Some children as young as 7 years old may be able to participate. However, this age varies depending on the child. As with the informed consent process, the assent process is meant to be an ongoing conversation between the child and researchers.

Parents or guardians give permission through informed consent for their child to join the research study. This must occur PRIOR to child assent being obtained. **All custodial parent(s) need to give permission if there is greater than minimal risk AND no prospect of benefit to individual subjects. If there is minimal risk, or no anticipated risk, the permission of one custodial parent is acceptable.** See HHS Order of Permission and Assent for guidance on the order in which parental/guardian permission and child assent should be sought. The researcher should develop an **informed consent form for parents/guardians** using the criteria for the Informed Consent.

After parental/guardian permission is obtained, the researcher explains the child assent procedures to the child in age-appropriate language, including what it means to participate in the study and the expectations of the child. The researcher may use written forms, videos, graphics, and other visual aids to help explain the research study. The child is encouraged to ask questions.

It may take several sessions before the researcher feels that the child has a clear understanding of what the study involves. At that point, the child is asked to show assent or dissent by signing a form, checking off a box that says "yes" or "no," or indicating "yes" or "no" via symbols.

The Child Assent Form is not needed for children from infancy to 6 years old. However, the Informed Consent Form from parent(s)/guardian(s) is necessary.

The Child Assent Form and the Informed Consent Form (parent/guardian) must be kept secure in the investigator's files for at least three years following the completion of the study.

IMPORTANT: The final Child Assent Form that will be administered to subjects must first be approved by the HSRC before it can legally be administered.

The Child Assent Form for children between the ages of 7 to18 must meet the criteria of the Informed Consent Form and explain in age-appropriate language, considering the age, maturity and psychological state of the child:

- a statement that the study is research
- the purpose of the research study
- a description of procedures
- how long subjects will be involved in the study
- both the potential benefits and the risks and/or discomforts of participants
- how confidentiality of subjects and their data will be maintained
- the statement that participation is voluntary and that the subjects can withdraw at any time without penalty
- that the child's parent/guardian knows the child has been asked to be a part of the study
- that the child should ask the parent/guardian or researcher(s) any questions about participating
- the names, phone numbers, campus addresses and campus email addresses of contact people with knowledge of the study, including the Campus Human Subjects Administrator

I. Additional Policies

- The Office of Sponsored Programs oversees the HSRC. All communication with the HSRC should be through the Office of Sponsored Programs via email at Human.Subjects@fredonia.edu or by calling 716-673-3528.
- The HSRC conducts business during the academic year. Applications are typically reviewed only when classes are in session during spring and fall semesters and must be submitted at least three weeks prior to the end of the semester if approval is needed during that semester. Research to be considered for Exempt status can be submitted throughout the year.
- All official business is conducted via email. An electronic PDF of all required documents must be submitted via email to Human.Subjects@fredonia.edu. Additionally, hard copies of all required documents (completed Part I and Part II HSR application, signed cover sheet, and CITI Training Certificate of Completion) should be

submitted to the Campus Human Subjects Administrator at E230 Thompson Hall. Notifications of committee concerns as well as approval are sent via email.

- The approval for a project is in effect for a period of one year from the approval date. 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, an email to the Campus Human Subjects Administrator requesting an extension is all that must be submitted. **Any significant change requires a new review by the HSRC.**
- All documentation, including informed consent forms, must be retained by the investigator/instructor for a period of three years after the research is concluded or otherwise terminated.

Within thirty (30) days of the conclusion of data collection on an approved project, researchers must send an email to Human.Subjects@fredonia.edu indicating project termination and specifying any difficulties that occurred with the use of human subjects. If problems arise at any point during the project, they must be reported to the Campus Human Subjects Administrator via email at Human.Subjects@fredonia.edu or by calling 716-673-3528.

<p style="text-align: center;">**Literature Review Research Project Final Paper Instructions**</p>

Abstract:
Students will provide a 100–150-word summary making sure to cover each paper section (i.e., introduction, literature review, discussion and recommendations) with 3-5 keywords. Students will write this part of the paper *after* the draft assignments are finished and the paper formalized.

Introduction:
This section is composed of three main parts. **First**, students will introduce the social problem (i.e., What social problem is the social work service and/or agency trying to address?). **Second**, the context of the agency and community environment the agency serves will be discussed. **Third**, students will discuss how social work services are funded within the agency, including if relevant any federal or state policies.

Students will provide a 1-2 paragraph summary about their chosen social problem. The social problem will be identified as micro, mezzo, and/or macro level. Include a summary describing the agency and community context and the role(s) of the social work student (e.g., advocate, broker, enabler, facilitator, case manager, counselor) . Also, describe any practice theories that the agency uses to address the social problem that you intend on exploring further in your paper. Finally, discuss how social work services are funded, including if relevant any federal, state, or local policies.

Please remember to update the introduction section as your paper evolves.

Literature Review:
This section will provide a synthesis of the literature relevant to your topic. A minimum of 10 sources from academic, peer-reviewed journals is required: with five or more of the total from Social Work journals.[1] Students may include additional non-scholarly resources outside these parameters (e.g., materials from government websites) that inform the topic and practice.

When reviewing the articles, consider how the agency is addressing the social problem. Note the gaps between knowledge/what research shows and how the agency is addressing the problem, using articles to support your findings. Reminder: if paraphrasing or quoting articles - provide an in-text citation.

[1] *We want you to focus on social work journals since they tend to apply theories of human behavior in the social environment in alignment with our core social work values. To assist you with identifying social work journals, consider this list from the University of Houston (2023). Ultimately, though, you have discretion in deciding whether a journal applies a social work disciplinary perspective.*

Discussion and recommendations:
Students should utilize this section to provide a summary discussion and overall recommendations on the topic.

Students should include these components in the summary discussion:

- Discuss how the identified practice theory, model, or framework are consistent/inconsistent with the findings from the literature review. Why do you think these consistencies/inconsistencies are occurring?
- Note systems-level parallel practice issues that occurred, or you became aware of during the literature review. For example, if your practicum is micro level, discuss any macro/systemic issues that surfaced in the literature review. If your practicum is macro level, discuss any micro issues that surfaced.
- Students must discuss funding and/or social policy at the local, state, and federal relevant to the identified social problem and social work services provided. Students may also discuss relevant policy and/or political intersections in this paper; including what was learned, advocacy concerns, and related strengths and challenges.

- Students must discuss an aspect of social, economic, or environmental justice that impacted the population of the paper and ways to advocate for social, economic, and/or environmental change.
- If the student developed any tools for this paper related to the literature review (e.g., a literature summary table), please discuss their strengths and limitations.

Reference List:
Students will provide a comprehensive list of all references used in the paper, following previously mentioned guidelines on selection. APA format – all references must be retrievable. The Owl of Purdue is a great resource to assist with the formatting of your references.

Each article needs an APA-formatted reference in the "Reference" section of your paper and an in-text citation in the literature review section. As part of the appendix of the paper, include the annotated bibliography of each listed reference. Annotations are concise summaries of 2-3 paragraphs of key elements of the article, written in your own words, referencing the overall paper, how that information adds to your knowledge of the identified topic, and how the knowledge informs service delivery at practicum or future social work practice. (Competency 4).

Appendix:
Include annotated bibliography. The annotated bibliography will require only 2 of the 10 articles from your paper. Also, utilize this space for any tables or charts you prepared.

Grading rubric:
1. The paper will be transformed into a poster presentation that will be evaluated by seminar faculty.
2. Multiple assignments will be submitted over the course of the semester, building into the final paper.