

Field Education Manual

State University of New York at Fredonia



B. S. in Social Work Program

(A Council on Social Work Education Accredited Program)

Revised 10/2022

Contents

Section I: Preliminary Information

1. Faculty Information
2. Introduction
3. Definitions of Terms

Section II: Discussion of the Fredonia Curriculum/Program

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

Section III: Policies Specifically Related to Field Education

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

Section IV: Appendix

1. Research Literature Review Project Final Paper Instructions
2. Selected Bibliography

Faculty Information Page

Dr. Michael Clarkson-Hendrix, LCSW-R, Associate Professor, Program Director

Office: W381 Thompson Hall

Phone: 716-673-4611

E-mail: Michael.Clarkson-Hendrix@fredonia.edu

Dr. Annette Franklin, LSW (Pennsylvania), Lecturer, Field Coordinator

Office: W383 Thompson Hall

Phone: 716-673-3663

E-mail: Annette.Franklin@fredonia.edu

Dr. Mary Carney, LMSW, Associate Professor

Office: W397 Thompson Hall

Phone: 716-673-4613

E-mail: Mary.Carney@fredonia.edu

Other Important Contacts:

Ms. Kimberly Hollman, Field Support

Office: W 363 Thompson Hall

Phone: 716-673-3205

E-mail: kimberly.hollman@fredonia.edu

Council on Social Work Education

1725 Duke Street, Suite 500

Alexandria, VA 22314-3457

703-683-8080

<http://.cswe.org>

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 located online in SOCW 480/490 OnCourse sites as well as linked to our WEB page (<http://www.fredonia.edu/departmentsociology/socialwork/fieldeducation/>). If changes are made, Field Instructors will be notified electronically. If there is ever a question about the current policies, the online version should be consulted. The Manual is divided into the following thematic sections. These policy sections are:

- 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 2015 EPAS Statements

The following passages are taken directly from https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

1. Field Education as Signature Pedagogy

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program (p. 12).

2. Competency-Based Education

Competency-based education rests upon 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, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. 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 multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning. Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the 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 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. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context (p. 6)

The CSWE Competencies are found on pages 7-9 of the 2015 Educational Policy and Accreditation Standards. They are:

Competency 1 (COMP 1)—Demonstrate Ethical and Professional Behavior.

Competency 2 (COMP 2)—Engage Diversity and Difference in Practice

Competency 3 (COMP 3)—Advance Human Rights and Social, Economic and Environmental Justice

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. 13)

Accreditation Standard 2.2—Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and

communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment

Definitions of Terms

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

1. **Field Practicum** – The field education component of the 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 very 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– Starting in Fall 2021

First Year and Sophomore Year		First Semester Junior Year	Spring Semester Junior Year	Fall Semester Senior Year	Spring Semester Senior Year
<p>Fredonia Foundations</p> <p>Prerequisite Courses:</p> <p>-- Introductory Sociology -- Foundations of Psychology</p> <p>→</p> <p>-- Statistics -- Human Biology -- Introduction to Social Work or transfer equivalent (with grade of "C" or better)</p> <p>ADVANCEMENT Requirements:</p> <ul style="list-style-type: none"> ■ 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 	→	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 (can be taken in Soph. year) SOCW 249: Toward a Great Society	POLI 382: Social Welfare Policy		
		Research SOC 300: Research Methods (recommended semester)	Last semester to take SOC 300. Prerequisite for Field Practicum	<i>"Evidence-based Social Work across the Curriculum"</i> (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

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 systems theory and social systems perspective. The planned problem-solving method teaches students how to work with micro, mezzo, and macro systems to bring about change through the following stages of an interview and a professional relationship: engagement/intake, assessment, planning, monitoring and evaluating, and termination. In the end, our curriculum is consistent with the Council on Social Work Education's (2015) 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 and economic 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.

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, Social Work Practice: Model and Method which emphasized the use of systems theory framework in generalist social work. Our curriculum owes many ideas to Parsons, Jorgensen and Hernandez's (1994) The Integration of Social Work Practice which developed and articulated a more advanced form of generalist practice grounded in systems and role theory. Norlin and Chess' (1991) work articulating social systems theory deepened the generalist framework and enhances our understanding of Human Behavior in the Social Environment as we present it in the traditional systems and lifespan development framework. Generalist practice has further been refined by such people as Moira O'Neill McMahon (1984), Karen Kirst-Ashman and Grafton Hull (2008), and Charles Zastrow (multiple works). Their ideas also help our curriculum advance a generalist framework. These frameworks are also fully compatible with Compton and Galaway's (w/ Cournoyer since 2004) process model which refined problem solving, the lodestar to our model of generalist social work practice. I am sure many Field Instructors recognize these works and/or the basis for the ideas described.

To enact the integrative curriculum, our courses are sequenced and build on each other as is depicted in

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

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. Our assessment 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: Toward a Great Society - What was, and is, a "Great" Society? This question serves as the historical and metaphorical theme as we journey from 1600 to 1968 exploring how and why the United States helps, or doesn't help, vulnerable citizens. Ideas related to democracy, policy, social contracts, human rights, oppression, social justice, benevolence, and social control are explored.

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

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

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

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

SOCW 341: Human Behavior in the Social Environment II - Builds on the knowledge and theory

learned in Human Behavior in the Social Environment I. A combination of social system and lifespan theoretical frameworks will continue to be utilized to provide a foundation for understanding human behavior from middle adulthood through late adulthood.

SOCW 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 the foundation skills and knowledge learned in SOCW 325 and 370. A direct practice focus is taken to master core generalist intervention, assessment and evaluation competencies with individuals, families, and small groups.

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

SOCW 480: Field Practicum I - The first semester of a professionally supervised 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 the entire practicum experience.

SOCW 490: Field Practicum II - The continuation of the students' experiential learning at the same agency in which the student was placed during SOCW 480. Students need to complete 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 allowing

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

Three (3) Hours of Diversity Courses (for those entering Fall 2021 and later) - (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 twice a semester to monitor/evaluate student learning.
- Problem-solves any field education issues for an assigned student whenever necessary.
- Consults with the Field Coordinator on a regular basis, especially when problems occur.
- Evaluates student learning outcomes.
- Assigns a fair grade for SOCW 480/485 and SOCW 490/495.

Field Agency and Instructor Roles and Responsibilities (FAIR policies)

FAIR 1: Field Instructors Role and Responsibilities

Understands and accepts the responsibility for the role of educating generalist social workerstudents 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 he/she is still the primary social work education supervisor.

Contacts the Faculty Field Liaison as soon as he/she realizes there is a problem or potential problem with the student in any aspect of the field education experience.

Has a right to be treated as a respected colleague and as a mentor/teacher.

Has a right to not be a Field Instructor.

Is the recipient of our gratitude, even when unspoken, for their selfless giving of themselves and their time.

FAIR 2: Field Agency Role and Responsibilities

Provides an agreed upon number of field placements.

Provides the required period of time needed for student learning, 2 semesters (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. Students are not permitted to miss ANY classes to attend orientation trainings or any training not

offered during practicum attendance.

Provides and supports qualified Field Instructors who have the time, interest, and professional competence to assume the education role.

Assures that the Field Instructor will have the time to provide a weekly supervisory conference with each student, the content of which focuses on the educational development of the student.

Assures that collaborative efforts will be made with the Social Work Program in the implementation of the field education program.

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

FAIR 3: 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 intervention within his/her practicum setting without the written consent of the field coordinator. It will be necessary for the Field Coordinator and Field Liaison to have a meeting with the agency to gather more in depth information on liability and coverage for such activities.

List of 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
Clinic Chautauqua 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 Services Hospice Chautauqua County
Johnson Adult Homes
Lakeview SICF
Lakeshore Behavioral Health, Inc.
Learning Disabilities of WNY
Liberty Partnership
Lutheran Social Services
North Collins Elementary School
One Feather Consulting
Randolph Academy
Randolph Children's Home
The Resource Center
Rural Ministries
Salamanca Central School
Salvation Army - Jamestown
Sherman Central School
Silver Creek Central School
Southern Tier Environments for Living (STEL)

Town of Hamburg, Dept of Youth, Recreation, & Senior Services
TLC Health Network
United Way of Northern Chautauqua County
WCA Hospital
Westfield Health Care Center
Victim's Advocacy

AFFILIATION AGREEMENT BETWEEN

_____ AND

STATE UNIVERSITY OF NEW YORK

College at Fredonia

This Agreement is made by and between _____, a corporation organized and existing under the laws of the State of New York, with its principal office located at (hereinafter referred to as "Affiliate") and the State University of New York, 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 further agrees to coordinate the program with Affiliate's designee. Attached as Exhibit B is a copy of the curriculum.
2. The University shall be responsible for assigning students to the Affiliate for practical experience. University shall notify the Affiliate one (1) month in advance of the planned schedule of student assignments to practical duties including the dates, number of students and instructors. The schedule shall be subject to written approval by the Affiliate.
3. The University, at its sole cost and expense, shall provide faculty as may be required for the teaching and supervision of students assigned to the Affiliate for practical experience.
4. The University agrees that at all times students and faculty members are subject to the 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 other any compensation or benefits pursuant to this Agreement. The parties acknowledge that the Affiliate is not providing any insurance, professional or otherwise, covering any students or faculty members.

10. The University agrees that it shall secure Workers' Compensation Insurance for the benefit of all faculty and other University employees required to be insured by Workers' Compensation Law, and shall maintain such coverage throughout the duration of this Agreement. For the purposes of Workers' Compensation Law, no student or faculty member is to be considered an employee, servant or agent of the Affiliate.
11. Subject to the availability of lawful appropriations and consistent with the New York State Court of Claims Act, University shall hold the Affiliate harmless from and indemnify it for any final judgment of a court of competent jurisdiction for the University's failure to perform its obligations hereunder or to the extent attributable to the negligence of the University or of its officers or employees when acting within the course and scope of this Agreement.
12. The Affiliate shall fully indemnify, defend and save the University, its officers, employees and agents harmless, without limitation, from and against any and all damages, expenses (including reasonable attorney's fees), claims, judgments, liabilities, losses, awards, and costs which may finally be assessed against the University in any action for or arising out of or related to this Agreement. The state of New York reserves the right to join in any such claim, demand or suit, at its sole expense, when it determines there is an issue involving a significant public interest.
13. University shall maintain during the term of this Agreement liability insurance, in amounts not less than \$3,000,000 for bodily injury and property damage combined single limit; and the Affiliate is to be additionally named insured under such liability policy or policies. The persons insured under such policy or policies shall be the students of the State University of New York with respect to liability arising out of their participation in the program carried out under this Agreement. The University's faculty members are covered by the defense and indemnification provisions of section 17 of the Public Officers Law with respect to liability arising out of their participation in the clinical program carried out under this Agreement. The University agrees to notify the Affiliate in writing no less than ten (10) days written notice prior to the cancellation, modification or non-renewal of any insurance coverage. Notwithstanding the foregoing, the Affiliate shall remain liable for direct damages resulting from its negligence.
14. It is mutually agreed that neither party shall discriminate 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 entire understanding of the parties with respect to the matters contained herein. In the event of any

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

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

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
AND STATE UNIVERSITY OF NEW YORK

This Agreement is made by and between _____, a corporation organized and existing under the laws of the State of New York, with its principal office located at _____ (hereinafter referred to as "Hospital") 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 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 the educational program in the discipline of _____ including programming, administration, curriculum content, faculty appointments, faculty administration and the requirements for matriculation, promotion and graduation, and shall bear all costs and expenses in connection therewith. Attached as Exhibit B is a copy of the curriculum. The University further agrees to coordinate the program with 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 faculty while 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,

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 his/her learning by taking the initiative to seek practicum opportunities.

Behaves in a professional manner (in their agency and in the community) and acts responsibly.

Uses self appropriately with others.

Engages in generalist social work practice learned in the curriculum. Asks questions. Is prepared.

Takes initiative and leadership in supervision by identifying and bringing learning development needs, issues, strengths and growth areas to meetings (see supervision form in this section).

Learns and follows all Field Agency policies and procedures.

Learns and follows all 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 he/she is a guest at the agency and that the Field Instructor is a professional who volunteers to educate him/her.

STRR 2: Confidentiality Policy

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

STRR 3: Costs associated with the Field Practicum

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

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

accepting students:

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

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

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

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

1. Please be aware that neither the University, nor the social work program provides automobile liability coverage during activities in the Field Practicum. Assuring adequate insurance coverage and proper registration is the responsibility of the student and/or vehicle owner.
2. The social work program and the University discourages the transportation of clients, or other agency-related persons, in students' personal vehicles during activities related to their Field Practicum.
3. If the practicum agency requires transport of clients as part of the student's practicum activities, the student should contact the Field Coordinator. The Field Coordinator will contact the agency and discuss the program and university's policy on this matter.
4. If all Liability concerns are addressed between the program and the agency, the agency shall be responsible for compensating the student for travel. **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 Agency while enrolled in SOCW 480/485 and 490/495), they should follow the instructions given below to address the injustice:

- a) **Grades** - If you dispute the grade you received in a particular class, the first step is to resolve the situation informally by talking with the instructor. If you can show that the grade was unfair and resolution was not achieved through informal means, you are directed to 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 your 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.



Release of Information I.

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)



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



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 maybe 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: SOC 300; SOCW 249; SOCW325; SOCW340; SOCW 370; SOCW 341; POLI 382
- c. Obtained a 2.0 cumulative grade point average.
- d. Obtained a 2.0 average in social work courses.
- e. Consistently demonstrated a commitment to professional social work standards of behavior (Code of Ethics).

ADP 2: Field Practicum Application Policy

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

Depending on the semester and the needs of the program, students may be asked to complete an Intent to Enter the Field form at the end of the fall semester. This form is a helpful tool to identify student interests and 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.
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 do not have an affiliation. Depending on the nature of the student's interest, the Field Coordinator will contact and negotiate with the agency. The Field Coordinator chooses to place students in agencies which:

- a. Follow standards set forth in the NASW Code of Ethics.
- b. Accept the terms set forth in the 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 Work Program, such as required Field Trainings and Meetings.
- k. Allow students to bring back their experience to the classroom with the understanding that agency and client confidentiality will be maintained.
- l. Submit a Resume for Primary field Instructor (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 annette.franklin@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 2018- 2019 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 potential placement. _____ 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 practicum placement.____(initials)

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

Only social work majors who have advanced status in the program are eligible to enter the

Field Practicum. To be eligible to enter the Field in the fall, students must have:

- a. Senior status (90 credit hours).
- b. Completed the following courses with a grade of C or better: 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 program 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 information with the Field Agency sites, including but not limited to educational record, criminal record/background, student strengths, areas of growth, etc.____(initials)

Section 4: I understand the following:

- a. Field Practicum is one experience spread over 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 to 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 will appear 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:

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

_____ (initials)

I acknowledge that I have read and understand the selected Field Practicum policies on this form and that the remainder of Field Practicum policies can be found in the Field Manual, which is located on the Fredonia Department of Sociocultural and Justice Sciences website. In addition, I acknowledge I can locate a copy of the Program Handbook on the Fredonia Department of Sociocultural and Justice Sciences website.

Signed _____ Date _____

State University of New York at Fredonia
Social Work Program

Place of Employment Field Practicum
Contract

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 his/her Field Practicum in the agency where they are currently employed, are engaged in a job training or other type of paid work arrangement, are receiving a stipend from the agency (or other entity), or are receiving some other kind of significant remuneration for their work at their Field Agency.

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

I agree that _____ will complete his/her 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.

Specific Conditions of this Field Practicum Placement:

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

A change will only be initiated 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 methods will be employed to monitor resolvable situations, including the use of a binding Professional Development plan.

If resolvable, the student will remain in the same placement.

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

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

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.

HP 3: Time Log

Students must provide documentation that they have completed their required hours. This information is recorded to assure graduate schools and CSWE that the students have met the minimum requirements for the Field Practicum. Sample time logs are included in this section. All hours completed for a certain period must be logged and the form must be signed by both the

student and their respective Field Instructor. The log is then handed into the student's assigned Field Liaison based on a given timetable. IT IS THE STUDENTS RESPONSIBILITY TO KEEP TRACK OF SUBMISSION DEADLINES ASSIGNED BY THEIR FIELD LIAISON AND TO KEEP A DUPLICATE COPY OF EACH TIME LOG FOR THEIR RECORDS. All hours must be logged and filed by the end of exam week each semester or the student will receive an "I" grade for their practicum courses. The "I" will be removed when all paper work is received. "I" grades turn into "F" grades if the issue is not resolved. Hours spent attending in-service training or workshops approved by the Field Instructor may be included as Field Practicum time. Only time actually spent in the workshop may be included. Time logs should reflect at least a ½ hour lunch break, especially for a 6-8 hour day. Hours utilized for travel or meals are not to be recorded. ***Seminar class time may not be used as hours toward practicum hours.***

SUNY Fredonia Social Work Program

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 his/her 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 10 competency areas, (b) who participate regularly and professionally in seminar, and (c) are meeting the remaining course objectives will receive a Satisfactory (S) grade.

Unsatisfactory Grades: Violation of any one of the following will automatically result in an Unsatisfactory (U) grade (equivalent to a F).

- a. Student does not have 225 documentable hours in their Field Agency by the end of the semester. (Exceptions to the Hour requirement can be made by the Field Coordinator for compelling reasons only. Students must make a written request well in advance of the end of the semester and the Field Coordinator must approve the request. A plan to meaningfully finish the required hours must be in place. See Field Manual)
- b. Student has missed more than one seminar without an excuse.
- c. Student has missed more than two seminar classes, even with legitimate excuses.
- d. Student has shown a pattern of not handing in weekly reflective logs or constantly missing the deadline without an excuse.
- e. Student does not show capacity, and/or willingness, to work toward proficiency in the 10 core competency areas. (Students who are having trouble working toward proficiency but who show capacity and are willing to work on problem areas may be given an "S" grade even though have not demonstrated the growth expected by mid-term time. These students will be put on a professional development plan for the Spring semester. Failure to meet the professional development plan may mean a Failing grade for SOCW 490/495). Expected level of proficiency by mid-term will vary with each student based upon the placement setting and the experiences students have engaged in.
- f. Student has been unethical in their interactions with peers, field liaisons, field instructors, field colleagues and client systems.

- g. Student's attendance in Field agency has shown a pattern of tardiness or absenteeism that is unexplained and/or uncorrected.
- h. Student cannot engage client and/or organizational systems.
- i. Student has been removed from Practicum settings because of agency or program identified behavioral/professional issues (see Field Manual).

SOCW 490/495

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

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

GP2: Social Work Program adheres to University Grading Policy

The social work program follows all the university's academic policies, most of which are found in the online University Catalog. In particular, the program uses the 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 logs must be reflective, thoughtful discussions.
- They should integrate experiential with theoretical and analytical discussion, exhibiting **critical thinking**.
- The content in the logs must reflect **significant learning experiences**, both positive and negative but *they are not a place to file complaints*.
- Problems and potential problems should be discussed in the log. The student should follow-up these discussions with their Faculty Field Liaison and/or the Field Coordinator. If the issue or problem needs immediate attention, please do not wait for a response via written comments. See the Field Coordinator immediately.
- The reflection logs should be clearly written and should contain a meaningful discussion of what the student learned. **They should not be a list of activities completed during the week**.
- Students should never name any employees of their practicum agencies or actual clients by name. Confidentiality should be maintained at all times.
- In addition to the Reflection Log form found in the Field Manual, students can access them online via the ANGEL site.

GP 5: Role of Field Seminar in Grade

Attendance at the weekly scheduled Field Seminar is **mandatory**. Seminar usually meets once a week for 1 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.

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, field portfolio process and other pedagogical methods associated with field, 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 – Engage Diversity and Difference in Practice.

Competency 3 – Advance Human Rights and Social, Economic, and Environment Justice.

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 Families, Groups, Organizations, and Communities

Competency 9 – Evaluate Practice with 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 Readings

You will be required to use ONCOURSE. Assignments will be posted or e-mailed. Use your Fredonia e-mail account for all course business.

Garthwait, C. L. (2017). The social work practicum, 7ed. Boston: Pearson. **A copy of the required text will be held on file at the Media Center located on the second floor of Thompson Hall.**

SUNY Fredonia Field Manual. The manual is located on ONCOURSE and the Field Education site located on the Social Work Department website.

Instructional Methods

Traditional Experiences: Seminar style discussion, completion of written weekly reflection assignments

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.

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. **Attendance is mandatory.**

A "U" grade will result for the following reasons:

- a. Student has missed more than one seminar without an excuse.
- b. Student has missed more than two seminar classes, even with legitimate excuses.
- c. 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.

- d. Student has been unethical in their interactions with peers, field liaisons, field instructors, field colleagues and client systems.
- e. Student's attendance in Field agency has shown a pattern of tardiness or absenteeism that is unexplained or uncorrected.
- f. Student cannot engage client and/or organizational systems.
- g. 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, 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 in order 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 one week 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 ONCOURSE, as the course progresses.
- 4) **Weekly Reflection** - Students are required to keep 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. 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.

Some rules governing the Reflection:

- The content in the reflection must reflect **critical thinking**.
- The content must reflect **significant learning experiences**, both positive and negative but *they are not a place to file complaints*.
- Problems and potential problems should be discussed in the 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.

- The reflection should be clearly written and should contain a meaningful discussion of what the student learned. **The reflection should not be 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 maintained at all times.
- In addition to the Reflection template found in the Field Manual, on-line via the ONCOURSE site.

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. 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 the Field Support Personnel, Kimberly Hollman, Thompson, W365.**

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.** Field Contracts are due one week after the site visit.

At the end of each semester, the student and Faculty Liaison will meet to discuss progress and overall learning. If necessary, the Field instructor may also attend this meeting.

7) Field Seminar Participation and Class Facilitation- Each week there will be one or more facilitator(s) who will lead discussion of seminar. The group will give feedback to the facilitator each week. **Students are expected to have a facilitation time of approximately 45-50 minutes.**

Grading summary

A Satisfactory (S) grade will be obtained upon satisfactory completion ALL of 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 total reflections**)
 - Satisfactory 13-14 submissions
 - Unsatisfactory 12 and below submissions
- Seminar Attendance Scale (**14 seminar classes**)
 - Satisfactory 13-14 attended
 - Unsatisfactory 12 and below attended
- 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 480/5 professional department requires that students regularly attend class, read assigned readings, and participate in class activities. It is the student responsible for the content of any missed sessions, as well as, handing in assignments on time. Late assignments will not be accepted. Assignments will be collected at the start of class. Please note that **attendance is not optional. Presence is required for two reasons: 1). Experiences contribute to the learning 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, exams/quizzes, 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. Emails will not be answered after 4 p.m. each day and will not be answered over the weekend. 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 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.** 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, with or without an excuse or calling in, will earn an E for the seminar portion of the SOCW 485. This means he or she will not have the required grade to continue in Field Practicum.
- 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: Plagiarism in any part of the assignments will result in a failing grade for the course. Please see the Field Instructor for clarification on how to cite or reference course materials or other sources.

Use of Technology: The use of a laptop may NOT use in this class. As previously stated, **NO 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 eligibility 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 <http://www.fredonia.edu/catalog/index.htm>. 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 him/herself. 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.

Field Seminar Class Schedule

Fall

Date	Topic/Competencies	Reading	Hours Due/ Assignment	Facilitator
Week 1	Review of Syllabus Seminar Orientation			
Week 2				
Week 3	Purpose/expectations for practicum Learning Plan	Chapter 1 Chapter 2	Reflection #1	
Week 4	Supervision Organizational Context of Practice	Chapter 3 Chapter 4	Reflection #2 Hours Due #1	
Week 5	Community Context of Practice Social Problem Context of Practice	Chapter 5 Chapter 6	Reflection #3 Bring Learning Contract to Class	
Week 6	Social Policy Professional Social Work	Chapter 7 Chapter 8	Reflection #4 Hours DUE #2	
Week 7	Communication Social Work Ethics (Site Visits Begin)	Chapter 9 Chapter 10	Reflection #5	

Week 8	Legal Issues	Chapter 11	Reflection #6 Supervision and the Learning Contract Bring a sample of your supervision agenda Hours DUE #3	
Week 9	Planned Change Process	Chapter 12	Reflection #7	
Week 10	Diversity in Social Work Practice	Chapter 13	Reflection #8 Social Media Hours Due #4	
Week 11	Personal Safety	Chapter 14	Reflection #9 Ethics Bring ethical dilemma from field to class	
Week 12	Evaluating Your Practice	Chapter 15	Reflection #10 Ethics Assignment Due Hours Due #5	
Week 13				
Week 14	Professional & Personal Identity	Chapter 16	Reflection #11 Hours DUE#6	
Week 15	Leadership for Social Justice	Chapter 17	Reflection #12	
Week 16	Fall Wrap Up Mid-year Evaluation Due		Reflection #13 Hours DUE#7	
Week 17	Exam Week: No Field		Hours DUE#8	

1. Course Information:

SUNY Fredonia Social Work Program SOCW 490/495: Field Practicum II
&Seminar

Spring

Instructor: Annette Franklin
Location: Thompson Hall W 239
Time: 1:00 pm – 2:20 pm
Office: Thompson Hall W 383
Phone: (716) 673-3663
E---mail: annette.franklin@fredonia.edu

Office Hours: By appointment

Required Text and Readings

Garthwait, C.L. (2020). The social work practicum: A guide and workbook for students. 7th ed.
Boston: Pearson

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 SOCW 480. 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. Prerequisites: SOCW 480 and SOCW 485, SOCW 390;
Co-Requisite: SOCW 400

Rationale:

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

Educational Policy 22—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice

setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program. (Taken directly from https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015EPAS/2015EPAS_Web_FINAL.pdf.aspx)

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

SOCW 490/495 marks the final courses in the professional education and serves as a “capstone” educational experience. SOCW 490/495 is taken concurrently with SOCW 400: Social Work Practice Methods 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 are problem solvers who work with others to understand, prevent, alleviate, and/or eliminate problems they encounter in our complex, multidimensional, interrelated, and interactive world. Social workers investigate and determine whether problems occur within an individual (their own personal difficulty); as a product of environmental stresses; and as the result of the interaction between the person and their environment. Although social work interventions tend to be targeted at a particular system such as with an individual, group or community, generalist Social Workers perform simultaneous, multi-level interventions with people and their environments in order to find solutions to problems.

Generalist social workers need to know about people as individuals and as members of groups such as families, organizations, communities and societies. They study a broad range of knowledge on topics such as political science, sociology, psychology, biology, etc... This knowledge is necessary to understand and be open to the unique nature of people and their situations. Generalist social workers are, therefore, skilled at assessing the nature and causes of human problems. They are social scientists, able to critically evaluate their own actions and the outcomes of their interventions. They are mature

critical thinkers who exercise respect and good judgment in their work with others and they appreciate the complexity of the world and the need to always be a life—long learner and engage in very basic level social work practice by the end of the semester.

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

SOCW 490/495 is related to all the EPAS Education Policy Statements. In addition, this course specifically addresses the following statements and accreditation standards: EP 2.2 (Field Education) as given above and Competency 1. Since this course is a continuation, see SOCW 480/485 syllabus for details.

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

CSWE EPAS Competencies:

1. Demonstrate Ethical and Professional Behavior.
 2. Engage Diversity and Difference in Practice.
 3. Advance Human Rights and Social, Economic, and Environment Justice.
 4. Engage in Practice-informed Research and Research-informed Practice.
 5. Engage in Policy Practice.
 6. Engage with Individuals, Families, Groups, Organizations and Communities
 7. Assess Individuals, Families, Groups, Organizations and Communities.
 8. Intervene with Individuals, Families, Groups, Organizations and Communities.
 9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities.
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.

Department Learning goals and objectives Related to the Social Work Program

- Students will develop critical thinking skills in order to promote enhanced problem solving and decisionmaking. Students will develop writing skills to the level of an entry level professional or a beginning graduate student.
- Students will develop 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 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.” In the context of anational pandemic, this means that you must wear proper face coverings, maintain proper social distancing, and utilize the wellness-check app on a daily basis. Your face covering must go over both your mouth and your nose.

If you are reminded to wear a face covering and/or distancing yourself from others, please do so immediately. If you refuse to comply, you will be required to leave class. If you refuse to leave, the class session will be cancelled in order to minimize disruption and maintain a safe environment. Students who violate campus safety policies may be subject to disciplinary actions.

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; with the added stress of COVID-19, it is easier than ever. Please know that we are 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.

Instructor Expectations Continued: 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, with or without an excuse or calling in, will earn an F for the seminar portion of the SOCW 495. This means he or she will not have the required grade to continue in Field Practicum.
- 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 their own.
- Students are expected to turn cell phones off while in seminar.

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 PowerPoint 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

There are 13 scheduled class meetings this semester. You will receive a failing grade if you miss more than two practicum sessions during the semester.

Field Contract: At the beginning of the semester, you and your agency Field Instructor will review your Fall Field Contract. Your Faculty Field Liaison will assist with and monitor the Field 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 ONCOURSE Drop Box to submit your logs. **All weekly reflections will be due by 5:00 pm each Saturday. Late logs will not be accepted. Or as directed by Field Liaison.** 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:

- o The content in the logs must reflect **critical thinking**.
- o The content in the logs must reflect **significant learning experiences**, both positive and negative, however, *logs are not a place to file complaints.*
- o Problems and potential problems should be discussed in the log. The student should follow—up these discussions with their Faculty Field Liaison and/or the Field Coordinator. If the issue or problem needs immediate attention, please do not wait for a response via written comments. See

- o the Field Coordinator immediately.
- o 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.**
- o Students should never name any employees of their practicum agencies or actual clients by name. Confidentiality should be always maintained.
- o In addition to the Reflection Log form found in the **Field Manual**, students can access them on---line via the ONCOURSE site.

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 major 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 off final grade. PLEASE NOTE: THE RESEARCH PAPER IS TO ASSESS THE KNOWLEDGE OBTAINED DURING THE STUDENTS' LEARNING IN FIELD PRACTICUM INTGRATING 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:

- Problem statements review and project outline (printed document describing agency, population, non-profit/profit, etc.)
- Introduction
- Social Problem Identification & Social Policy
- Planned Process
- Annotated Bibliography (15 articles minimum)
- Intervention
- Evaluation
- Discussion and Recommendations
- PowerPoint + presentation
- Paper with the remaining required elements:
 - Abstract
 - Literature Review
 - Reference List
 - Final updated paper submission

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
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7

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 will review your updated 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 University Catalog. The most current version of the Catalog is online at <http://www.fredonia.edu/catalog/index.htm>. Students are expected to honor all university policies related to student responsibilities especially the academic integrity policies

Students with disabilities please contact the Coordinator of Disability Support Services, Reed Library (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. There is also a folder with APA citation information on ONCOURSE for your use.

Use of Technology: You may not use your laptop in this class. You cannot connect to the internet, unless instructed to do so. You may not use your telephone in this class.

Week/Date	Topic/Readings	Assignments
1:	Welcome Back, Housing Keeping, Learning Goals, Q & A	
2:	Discuss Research/Agency PowerPoint Project	Reflection
3:	Problem statement review – Due at the start of class	Reflection
4:	Learning contract review & Reflection	Reflection
5:	Introduction due APA formatting	Reflection
6:	Social Problem/Social Policy- Due at the start of class	Reflection
7:	Problem Identification & Social Policy Due at the start of class	Reflection
8:	Job Search/Career Services – Resumes, CVs and cover letters	Reflection
9:	Planned Process – Due at the start of class	Reflection
10:	Annotated Bibliography (15 articles minimum) Due at the start of class	Reflection
11:	Intervention & Evaluation – Due at the start of class	Reflection
12:	Discussion/Recommendation – Due at the start of class	
	Agency PowerPoint Presentation Due by 3:00 pm	Reflection
13: 5/3/21	Recognition and Awards Celebration	
	Agency PowerPoint Presentations	Congratulations!
14: 5/10-5/14/21	FINAL EXAMS WEEK	

Spring Academic Calendar

February

March

March

April

May

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.

Agreed upon Experiences

At minimum, please list three activities that relate to core behaviors listed under each competency. In addition, please check which level of Social Work practice corresponds to your selected activity (Micro/Mezzo/Macro).

Competency (COMP) 1: Demonstrate Ethical and Professional Behavior

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
 - use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
 - demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
 - Use technology ethically and appropriately to facilitate practice outcomes; and
 - use supervision and consultation to guide professional judgment and behavior.

Activity	Micro	Mezzo	Macro

Competency (COMP) 2: Engage Diversity and Difference in Practice

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Activity	Micro	Mezzo	Macro

--	--	--	--

Competency (COMP) 3: Advance Human Rights and Social, Economic, and Environmental Justice

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Activity	Micro	Mezzo	Macro

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

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery

Activity	Micro	Mezzo	Macro

Competency (COMP) 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Activity	Micro	Mezzo	Macro

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

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Activity	Micro	Mezzo	Macro

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

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

Activity	Micro	Mezzo	Macro

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals.

Activity	Micro	Mezzo	Macro

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

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Activity	Micro	Mezzo	Macro

Signatures:

_____ Date _____

Student

_____ Date _____
(Field Instructor)

_____ Date _____
(Faculty Liaison)

STATE UNIVERSITY OF NEW YORK AT FREDONIA
SOCIAL WORK DEPARTMENT
Mid-Year Evaluation- Agency
 _____ **Academic Year**

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.

Practice Behaviors	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 NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;				
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;				
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;				
4. use technology ethically and appropriately to facilitate practice outcomes; and				
5. use supervision and consultation to guide professional judgment and behavior.				

Comments: _____

COMP 2: Engage Diversity and Difference in Practice

Practice Behaviors	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;				
2. present themselves as learners and engage clients and constituencies as experts of their own experiences; and				
3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.				

Comments: _____

COMP 3: Advance Human Rights and Social, Economic, and Environmental Justice

Practice Behaviors	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and				
2. engage in practices that advance social, economic, and environmental justice.				

Comments: _____

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

Practice Behaviors	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. use practice experience and theory to inform scientific inquiry and research;				
2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and				
3. use and translate research evidence to inform and improve practice, policy, and service delivery.				

Comments: _____

COMP 5: Engage in Policy Practice

Practice Behaviors	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
---------------------------	--	--	---	---

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;				
2. assess how social welfare and economic policies impact the delivery of and access to social services;				
3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.				

Comments: _____

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

Practice Behaviors	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: _____

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

Practice Behaviors	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;				
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;				
3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and				
4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.				

Comments: _____

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

Practice Behaviors	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;				
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;				
3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;				
4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and				
5. facilitate effective transitions and endings that advance mutually agreed-on goals.				

Comments: _____

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

Practice Behaviors	Does Not Know Or Demonstrate Behavior	Knows The Behavior But Does not Demonstrate	Demonstrates Behavior Occasionally	Demonstrates Behavior Consistently
1. select and use appropriate methods for evaluation of outcomes;				
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;				
3. critically analyze, monitor, and evaluate intervention and program processes and outcomes;and				
4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.				

Comments: _____

Part 3: Additional Comments:

Additional Comments Continued:

Field Instructor Signature:	_____	Date:	_____
Task Supervisor Signature: (if applicable)	_____	Date:	_____
Student Signature:	_____	Date:	_____
Field Liaison Signature:	_____	Date:	_____

STATE UNIVERSITY OF NEW YORK AT FREDONIA
SOCIAL WORK DEPARTMENT
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:

1. Does not Demonstrate Competence;
2. Moving Toward Competence;
3. Inconsistently Demonstrates Competence;
4. Consistently Demonstrates Entry Level BSW Competence; or
5. Exceeds "Ready to Hire" Competence.

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 to W383 Thompson Hall, State University of New York Fredonia, Fredonia, New York, 14063 no later than the first Friday, in May by 3:00 pm.

Thank you for serving as a Field Instructor.

Dr. Annette Franklin, Social Work Field
Coordinator Sociocultural and Justice Sciences
State University of New York at
Fredonia Fredonia, NY 14063
Phone 716.673.3663 Fax 716.673.3332

Part 1: Competencies

COMP 1: Demonstrate Ethical and Professional Behavior

Practice Behaviors	Does Not Demonstrate Competence	Moving Towards Competence	Inconsistently Demonstrates Competence	Consistently Demonstrates Entry Level BSW Competence	Exceeds "Ready to Hire" Competence
	1	2	3	4	5
1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;					
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;					
3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;					

4. use technology ethically and appropriately to facilitate practice outcomes; and					
5. use supervision and consultation to guide professional judgment and behavior.					

Comments:

COMP 2: Engage Diversity and Difference in Practice

Practice Behaviors	Does Not Demonstrate Competence	Moving Towards Competence	Inconsistently Demonstrates Competence	Consistently Demonstrates Entry Level BSW Competence	Exceeds "Ready to Hire" Competence
	1	2	3	4	5
1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;					
2. present themselves as learners and engage clients and constituencies as experts of their own experiences; and					
3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.					

Comments: _____

COMP 3: Advance Human Rights and Social, Economic, and Environmental Justice

Practice Behaviors	Does Not Demonstrate Competence	Moving Towards Competence	Inconsistently Demonstrates Competence	Consistently Demonstrates Entry Level BSW Competence	Exceeds “Ready to Hire” Competence
	1	2	3	4	5
1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and					
2 engage in practices that advance social, economic, and environmental justice.					

Comments:

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

Practice Behaviors	Does Not Demonstrate Competence	Moving Towards Competence	Inconsistently Demonstrates Competence	Consistently Demonstrates Entry Level BSW Competence	Exceeds "Ready to Hire" Competence
	1	2	3	4	5
1. use practice experience and theory to inform scientific inquiry and research;					
2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and					
3. use and translate research evidence to inform and improve practice, policy, and service delivery.					

Comments: _____

COMP 5: Engage in Policy Practice

Practice Behaviors	Does Not Demonstrate Competence	Moving Towards Competence	Inconsistently Demonstrates Competence	Consistently Demonstrates Entry Level BSW Competence	Exceeds "Ready to Hire" Competence
	1	2	3	4	5
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;					
2. assess how social welfare and economic policies impact the delivery of and access to social services;					
3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.					

Comments: _____

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

Practice Behaviors	Does Not Demonstrate Competence	Moving Towards Competence	Inconsistently Demonstrates Competence	Consistently Demonstrates Entry Level BSW Competence	Exceeds "Ready to Hire" Competence
	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: _____

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

Practice Behaviors	Does Not Demonstrate Competence	Moving Towards Competence	Inconsistently Demonstrates Competence	Consistently Demonstrates Entry Level BSW Competence	Exceeds "Ready to Hire" Competence
	1	2	3	4	5
1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;					
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;					
3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and					

4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.					
---	--	--	--	--	--

Comments: _____

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

Practice Behaviors	Does Not Demonstrate Competence	Moving Towards Competence	Inconsistently Demonstrates Competence	Consistently Demonstrates Entry Level BSW Competence	Exceeds "Ready to Hire" Competence
	1	2	3	4	5
1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;					
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;					
3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;					

4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and					
5. facilitate effective transitions and endings that advance mutually agreed-on goals.					

Comments: _____

COMP9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors	Does Not Demonstrate Competence	Moving Towards Competence	Inconsistently Demonstrates Competence	Consistently Demonstrates Entry Level BSW Competence	Exceeds “Ready to Hire” Competence
	1	2	3	4	5
1. select and use appropriate methods for evaluation of outcomes;					
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;					
3. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and					
4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.					

Comments: _____

	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 engages diversity and difference in practice.					
3. This field student advances human rights and social, economic, and environmental justice.					
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.					

: 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.

Comments: _____

COMP 2: Engage Diversity and Difference in Practice

Self-rating:

a. In the box to the right of each practice behavior, enter the number that best captures your self-rating.

b. Ratings:

1 - I know this practice behavior from course work only

2 - I know this practice behavior but still need more experience to gain competency

3 - I demonstrate competency in this practice behavior but my performance level is inconsistent

4 - I have entry-level social work competency in my consistent enactment of this practice behavior

5 - I not only consistently enact this practice behavior, I exceed what is expected of a "new" entry-level social worker.

RATING

1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	
2. present themselves as learners and engage clients and constituencies as experts of their own experiences; and	
3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	

b. Given your self-rating for the practice behaviors, how would you rate your overall performance for COMP 2?

Place an X in the appropriate box below.

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

COMP 3: Advance Human Rights and Social, Economic, and Environmental Justice

Self-Rating:

a. In the box to the right of each practice behavior, enter the number that best captures your self-rating.

b. Ratings:

1 - I know this practice behavior from course work only

2 - I know this practice behavior but still need more experience to gain competency

3 - I demonstrate competency in this practice behavior but my performance level is inconsistent

4 - I have entry-level social work competency in my consistent enactment of this practice behavior

5 - I not only consistently enact this practice behavior, I exceed what is expected of a “new” entry-level social worker.

RATING

1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	
2. engage in practices that advance social, economic, and environmental justice.	

b. Given your self-rating for the practice behaviors, how would you rate your overall performance for COMP 3?

Please place an X in the appropriate box below.

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

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

a. In the box to the right of each practice behavior, enter the number that best captures your self-rating.

b. Ratings:

1 - I know this practice behavior from course work only

2 - I know this practice behavior but still need more experience to gain competency

3 - I demonstrate competency in this practice behavior but my performance level is inconsistent

4 - I have entry-level social work competency in my consistent enactment of this practice behavior

5 - I not only consistently enact this practice behavior, I exceed what is expected of a “new” entry-level social worker.

RATING

1. use practice experience and theory to inform scientific inquiry and research;	
2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	
3. use and translate research evidence to inform and improve practice, policy, and service delivery.	

b. Given your self-rating for the practice behaviors, how would you rate your overall performance for COMP 4?

Please place an X in the appropriate box below.

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

COMP 5: Engage in Policy Practice

Self-rating:

a. In the box to the right of each practice behavior, enter the number that best captures your self-rating.

b. Ratings:

1 - I know this practice behavior from course work only

2 - I know this practice behavior but still need more experience to gain competency

3 - I demonstrate competency in this practice behavior but my performance level is inconsistent

4 - I have entry-level social work competency in my consistent enactment of this practice behavior

5 - I not only consistently enact this practice behavior, I exceed what is expected of a “new” entry-level social worker.

RATING

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	
2. assess how social welfare and economic policies impact the delivery of and access to social services;	
3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	

b. Given your self-rating for the practice behaviors, how would you rate your overall performance for COMP 5?

Please place an X in the appropriate box below.

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

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

a. In the box to the right of each practice behavior, enter the number that best captures your self-rating.

b. Ratings:

1 - I know this practice behavior from course work only

2 - I know this practice behavior but still need more experience to gain competency

3 - I demonstrate competency in this practice behavior but my performance level is inconsistent

4 - I have entry-level social work competency in my consistent enactment of this practice behavior

5 - I not only consistently enact this practice behavior, I exceed what is expected of a "new" entry-level social worker.

RATING

<p>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</p>	
<p>2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	

b. Given your self-rating for the practice behaviors, how would you rate your overall performance for COMP 6?

Please place an X in the appropriate box below.

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

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

rating:

- a. In the box to the right of each practice behavior, enter the number that best captures your self-rating.
- b. Ratings:
- 1 - I know this practice behavior from course work only
 - 2 - I know this practice behavior but still need more experience to gain competency
 - 3 - I demonstrate competency in this practice behavior but my performance level is inconsistent
 - 4 - I have entry-level social work competency in my consistent enactment of this practice behavior
 - 5 - I not only consistently enact this practice behavior, I exceed what is expected of a “new” entry-level social worker.

RATING	
1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	
3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	
4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	

b. Given your self-rating for the practice behaviors, how would you rate your overall performance for COMP 7?
Please place an X in the appropriate box below.

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

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

Self-rating:

- a. In the box to the right of each practice behavior, enter the number that best captures your self-rating.
- b. Ratings:
- 1 - I know this practice behavior from course work only
 - 2 - I know this practice behavior but still need more experience to gain competency
 - 3 - I demonstrate competency in this practice behavior but my performance level is inconsistent
 - 4 - I have entry-level social work competency in my consistent enactment of this practice behavior
 - 5 - I not only consistently enact this practice behavior, I exceed what is expected of a “new” entry-level social worker.

	RATING
1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	
3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	
4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	
5. facilitate effective transitions and endings that advance mutually agreed-on goals.	

- b. Given your self-rating for the practice behaviors, how would you rate your overall performance COMP 8? Please place an X in the appropriate box below.

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

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

a. In the box to the right of each practice behavior, enter the number that best captures your self-rating.

b. Ratings:

1 - I know this practice behavior from course work only

2 - I know this practice behavior but still need more experience to gain competency

3 - I demonstrate competency in this practice behavior but my performance level is inconsistent

4 - I have entry-level social work competency in my consistent enactment of this practice behavior

5 - I not only consistently enact this practice behavior, I exceed what is expected of a “new” entry-level social worker.

	RATING
1. select and use appropriate methods for evaluation of outcomes;	
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	
3. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	
4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

b. Given your self-rating for the practice behaviors, how would you rate your overall performance for COMP 9?

Please place an X in the appropriate box below.

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

Summary Self-Rating Sheet

Please insert your self-rating for each competency here: This is part b. for each competency

	I do not Demonstrate Competence	Moving Toward Competence (but don't have it yet)	Can show competence but I'm inconsistent	I consistently show competence in this area.	I consistently show competence, and compared to what is expected of a "new" social worker, I exceed expectations
Comp 1					
Comp 2					
Comp 3					
Comp 4					
Comp 5					
Comp 6					
Comp 7					
Comp 8					
Comp 9					

Evidence Based Practice Policies (EBP policies)

EBP 1: Student Research

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

Campus Policy on the Use of Human Subjects-taken from

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

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

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

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

CATEGORY I - Exempt Research (No HSRC review required)

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

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

available and individual subjects will not be identified in any report of the research.

CATEGORY II - Research Activities Subject to Expedited Review

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

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

CATEGORY III - Research Activities Subject to Full HSRC Review

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

A. The HSRC Review Process

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

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

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

HSRC vote to either approve or disapprove the proposed project.

B. How to Prepare a Protocol

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

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

C. Additional Policies

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

D. Student Research

All student investigators must have a University supervisor who is responsible for insuring that all procedures of the approval are complied with by the investigator. The faculty supervisor must sign the proposal certifying that the project is under his/her supervision. Class projects may be reviewed as one proposal, at the discretion of the instructor. If the entire class is not using the same procedure, each student or group of students using a different procedure must submit the required information, but the class project will still be considered one proposal.

In general, it is advisable for students to select research projects which are exempt (Category I) or

eligible for "expedited review" (Category II). In this way, approval for the projects will take very little time. Students are not, however, prohibited from conducting research in Category III, but additional time may be required to obtain approval from the full HSRC. In all cases, it is the responsibility of the instructor to ensure that students use only approved procedures.

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

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

E. Informed Consent

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

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

Basic elements of information necessary to such consent are:

1. A statement that the study involves research, an explanation of the purpose of the research and the expected duration of the subject's participation and a description of the procedures to be followed;
1. A description of any foreseeable risks or discomforts to the subject;
2. A statement describing the extent to which confidentiality of records identifying the subjects will be maintained;
3. An explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights;

4. A statement that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled and the subject may discontinue participation at anytime.

In projects where subjects are determined to be at risk, the actual procedure utilized in obtaining “legally effective informed consent” must be fully documented. This is accomplished by using a written consent form embodying all of the elements of information required for the project. The consent form must be read by or to the subject or his/her legally authorized representative and signed by the person giving consent. A copy of the consent form should be given to the person signing the form and the signed form must be maintained in the investigator’s files for an indefinite period of time following the completion of the study.

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

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

Application for Review Guidelines

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

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

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

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

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

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

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

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

This addresses methodology. How will you go about your study? What methods will you use? What information are you gathering and how will you use it? BE AS SPECIFIC AS POSSIBLE. Remember, the HSRC only has what you give them to make a determination – they have not been living with the project the way you have!

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

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

Typically, we suggest that the consent be obtained from the child first, then the parent. And, that they are separate forms.

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

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

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

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

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

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

9. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result. *This is fairly evident. If the research will result in more appropriate treatment modalities, etc. then state so and how the results will show that. And, what risk/harm the subject may have to incur to get the results.*

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

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

Research Literature Project Instructions

The research project is to integrate students' learning in his/her field experience with the social work program's learning goals and objectives; as well as the EPAS core competencies (**Competencies 2, 3, 4, 5, 9**). The research project is divided into multiple components (problem statement, introduction, social problem, planned process, intervention, evaluation, and discussion/recommendations). The project culminates in a form of a paper, leading to a poster presentation highlighting the findings and points of learning.

Problem statement – is a statement that one writes to describe the various elements of a project he/she will undertake. The statement summarizes not only the topic of the final research, but also states your working thesis (statement focusing on the main ideas - one or two sentences. The statement should present the topic of your paper (field agency) and also make a comment about your position (student) in relation to the topic. This statement should tell the reader (seminar faculty) what the paper is about and also help guide your writing and keep your thoughts focused.

This assignment student will write a problem statement in 500-750 words, as well as a Reference page with at least two sources.

Included in the problem statement:

1. Brief description of topic: general information about the agency (mission, population served, etc.).
2. Question: topics are not questions. You ask a question within the area of the topic. One topic could lead to many different questions. For example, the topic "Suicide among adolescents: "What are the chance that suicide goes unnoticed in middle schools"? How did suicide among adolescents become a crisis?" What are some of the myths discussed about suicide among cultures"? As you see there can be numerous possible questions. **Also be sure that your question can produce a complex answer.**
3. Working thesis: This is the attempt to answer questions based on some preliminary research. This is not to be based on a hunch, but information that has been started to be analyzed and synthesized. **You must have at least two sources in order to develop the working thesis.**
4. Roadmap: The problem statement needs to make clear **how you are going to answer your question**, or how you are going to defend your thesis (that is two ways of saying the same thing). If there are good question and good sources, it should be clear how you need to go about answering the question.
5. References cited: The problem statement needs to have preliminary reference page on which you will build as you continue researching. These should include **scholarly sources**. In some cases, good sources that are not considered scholarly may be used only in conjunction with **at least two scholarly sources**, which may include entire books, chapters of books, and scholarly journal articles. Be careful, because not all books are considered scholarly resources.

After you write the problem statement:

The final paper may deviate from the problem statement. As you begin to research more in depth and critically think, don't worry if you decide to use entirely different sources or make an entirely different thesis statement or ask different questions. That's ok! This a normal part of research and the writing process. Hopefully, writing the problem statement and doing some initial research, won't cause a situation where an entire new topic will emerge a day or two before the final paper is due.

A good problem statement will:

- Concisely and clearly state the topic, research question, and working thesis for the final paper.
- It will incorporate relevant information from scholarly sources (past 10 years).
- It will clearly outline a potential roadmap for how you might build your argument.
- Include rhetorical choices appropriate for your chosen audience.

Introduction – Before writing the introduction, consider the information written in the problem statement. A good introduction answers the questions posed and summarizes relevant argument and the past evidence found in sources. The introduction also gives the reader a firm sense of what was one and why. Important is exploring the social problem and what research has had to say about the problem. Conclude with a statement of the problem in the introduction with a brief but formal statement of the purpose of the research summarizing material gathered from the literature review and how this information fits into understanding the relationship to social work (APA Manual, 2010).

The next sections student will need to refer to chapters in the Text to identify to address in relation to field experience.

Social Problem/Social Policy – Using the policy assignment for the fall semester, discuss the social problem that your field agency has identified for services to be accessed for the population served. Most times this is addressed in the mission and vision statements of the agency/organization.

Planned Process – Identify the central approach used at your agency that are guided by the “*phases of the planned change process framework*” that guides social work practice at the micro, mezzo, and macro levels. These include engagement, assessment, intervention, and evaluation.

Annotated Bibliography -

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

Intervention & Evaluation – based on the information gathered in the previous sections, discuss in detail the interventions used and the methods used to evaluate the effectiveness of the change process.

Discussion/Recommendation – this is a summary of findings of the sections and any recommendations that you have about the interventions based on the literature that was reviewed for this assignment. This could be gaps in services provided to agreement that all is being done for the problem that was identified for this project.

Selected Bibliography

- Armour, M., Bain, B., & Rubio, R. (2006). *Educating for cultural competence: Tools for training field instructors*. Alexandria: CSWE Press.
- Austin, D. M. (1986). *A history of social work education*. Austin, TX: University of Texas, School of Social Work.
- Campus Compact (2003). *Campus Compact's introduction to service learning toolkit: Readings and resources for faculty*. (2nd ed.). Providence, R. I.: Campus Compact.
- Caspi, J. & Reid, W. (1998). The task-centered model for field instructors: An innovative approach. *Journal of Social Work Education*, 34(1), 55-70.
- Congress, E. P. (1999). *Social work values and ethics*. Chicago: Nelson Hall.
- Compton, B., Galaway, B., & Cournoyer, B. (2005). *Social work processes*. (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Dankowski, W. A. (2012). *In the field: A real-life survival guide for the social work internship*. (2nd ed.). Boston: Allyn & Bacon
- Dettlaff, A. J. (2003). *From mission to evaluation: A field instructor training program*. Alexandria Virginia: Council on Social Work Education
- Devore, W. & Schlesinger, E. G. (1999). *Ethnic-sensitive social work practice*. (5th ed.). Boston: Allyn and Bacon.
- Dogloff, R., Harrington, D., & Loewenberg, F. (2012). *Ethical decisions for social work practice*. (9th ed.). Belmont: Brooks/Cole.
- Encyclopedia of Social Work* (20th ed.). Washington, D.C.: National Association of Social Workers.
- Fortune, A., Mingun, L. & Cavazos, A. (2005). Achievement motivation and outcome in social work field education. *Journal of Social Work Education*, 41(1), 115-130.
- Gambrill, E. & Pruger, R. (1992). *Controversial issues in social work*. Boston: Allyn and Bacon.
- Garthwait, C. (2011). *The social work practicum: A guide and workbook for students*. Boston: Allyn and Bacon.
- Ginsberg, L. H. (Ed.). (1998). *Social work in rural communities*. (3rd ed.). Alexandria, VA: Council on Social Work Education.
- Haynes, A., & Singh, R. (2008). Ethnic-sensitive social work practice: An intergrated, ecological, and psychodynamic approach. *Journal of Multicultural Social Work*, 2(2), 43-52.
- Hendricks, C. O., Finch, J. B. & Franks, C. L. (2005). Learning to teach, teaching to learn: A guide for social work field education. Alexandria, VA: Council on Social Work Education.
- Homonoff, E. (2008). The heart of social work: Best practitioners rose to challenges in field education. *The*

Clinical Supervisor, 27(2), 135-168.

Jansson, B.S. (2010). *Becoming an effective policy advocate: From policy to social justice*. (6th . ed.). Pacific Grove, CA: Brooks/Cole.

Kadushin, A. & Kadushin, G. (1997). *The social work interview: A guide for human service professionals*. (4th ed.). New York: Columbia University Press.

Kemp, S. P., Whittaker, J.K. & Tracy, E. M. (1997). *Person-environment practice: The social ecology of interpersonal helping*. New York: Aldine de Gruyter.

Kirst-Ashman, K. K. & Hull, G. H. (2011). *Understanding generalist practice*. (6th ed.). Belmont: Brooks/Cole.

Knight, C. (2001). The process of field instruction: BSW and MSW student's views of effective field supervision. *Journal of Social Work Education*, 37(2), 357-379.

Messinger, L. (2004). Out in the field: gay and lesbian social work students' experiences in field placement. *Journal of Social Work Education*, 40(2), 187-205.

Meyer, C. H. & Mattaini, M.S. (1995). *The foundations of social work practice*. Washington, D.C.: NASW Press.

Miller, J., Kovacs, P. J., Wright, L., Corcoran, J. & Rosenblum, A. (2005). Field education: student and field instructor perceptions of the learning process. *Journal of Social Work Education*, 41(1), 31-146.

National Association of Social Workers. (1996). *Code of ethics*. Washington, D.C.: Author.

Newman, P., Bogo, M., Daley, A. (2009). Breaking the silence: Sexual orientation in field education. *Journal of Social Work Education*, 45(1), 7-27.

Parsons, R.J., Jorgensen, J. D. & Hernandez, S. H. (1994). *The integration of social work practice*. Pacific Grove, CA: Brooks/Cole.

Pillari, V. & Newsome, M. (1998). *Human behavior in the social environment: families, groups, organizations, and communities*. Pacific Grove, CA: Brooks/Cole.

Regehr, C., Regehr, G., Leeson, J. & Fusco, L. (2002). Setting priorities for learning in the field practicum: A comparative study of students and field instructors. *Journal of Social Work Education*, 38(1),

55-66. Reynolds, B. (1965). *Learning and teaching in the practice of social work*. New York: Russell

and Russell. Rothman, J. C. (2000). *Stepping out into the field: A field work manual for social work students*. Boston: Allyn and Bacon.

Royce, D., Dhooper, S. S. & Rompf, E. L. (2011). *Field instruction: A guide for social work students*. (6th ed.). New York: Pearson.

Saleeby, D. (Ed.). (2012). *The strengths perspective in social work practice*. (6th ed.). New York :Longman.

- Schneider, R. L. & Lester, L. (2001). *Social work advocacy: A new framework for action*. Belmont, CA: Brooks/Cole.
- Sheafor, B. W., Horejsi, C.R. & Horejsi, G.A. (2012). *Techniques and guidelines for social work practice*. (9th ed.). Boston: Allyn and Bacon.
- Skidmore, R. A. (1995). *Social work administration: Dynamic management and human relationships*. (3rd ed.). Boston: Allyn and Bacon.
- Wayne, J., Bogo, M. & Raskin, M. (2010). Field education as the signature pedagogy of social work education. *Journal of Social Work Education*, 46(3), 327-339.
- Wells, C. C. (1999). *Social work day-to-day: The experience of generalist social work practice*. New York: Longman.
- Wolfson, G. K., Magnuson, C.W., & Marsom, G. (2005). Changing the nature of the discourse: teaching field seminars online. *Journal of Social Work Education*, 41(2), 355-362.
- Zastrow, C., & Kirst-Ashman, K. K. (2009). *Understanding human behavior and the social environment*. (8th ed.). Belmont, CA: Brooks/Cole.