



BUFFALO STATE
The State University of New York

Field Practicum Manual
Social Work Department

2016 – 2017

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Statement of Purpose: How to use this Field Manual

The purpose of this manual is to familiarize the student with the responsibilities, expectations, and procedures involved with the field education component of the Social Work Program at SUNY Buffalo State. This manual provides a statement of the purpose of field placement, the responsibilities of all parties involved in the practicum experience, the process involved with establishing a successful placement, and the policies and procedures which regulate the field placement. This manual also outlines the social work curriculum, the core professional values and standards that define the Social Work Program, and other professional practice issues. The Social Work Program at SUNY Buffalo State is committed to preparing students for generalist social work practice, recognizing and appreciating diversity and all system levels, and empowering students to advocate for social justice.

This manual contains a general section and an appendix.

The general section of the manual covers all aspects of the field placement program at SUNY Buffalo State. The appendix contains all pertinent reference material and copies of the Learning Agreement for fall and spring, as well as the Evaluation of Student Placement Performance for the fall and spring, and social work policies and procedures as per the Council on Social Work Education (CSWE) 2015 Educational Policy Standards.

This manual would be possible if not for the 2014-2015 Social Work Field Practicum Students. They provided support and feedback to help develop policies, procedures, and tools used for the field process at SUNY Buffalo State. Thanks to them for their incredible patience and guidance!

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Introduction to SUNY Buffalo State Social Work Program

Both the faculty and students in the SUNY Buffalo State Social Work program view field practicum as one of the most important components of undergraduate social work education. Its primary purpose is to prepare students at the entry level of social work practice and for admission to graduate social work programs with advance standing, when applicable. As a part of the field experience, students attend weekly seminar to integrate classroom learning with the practice experience and to discuss opportunities for professional development and growth as a “social worker.” SUNY Buffalo State Social Work program is one of the academic departments in the School of Professions.

School of Professions

The School of Professions was created to capitalize on the synergistic relationships that exist among its varied academic departments and centers. In addition to award-winning faculty, professional accreditations, and vibrant students, the school of Professions is home to several academic programs not available at any other SUNY institution. Through continued collaboration, faculty commitment to excellence in teaching and research, and a strong role in the community, the School of the Professions educates future professionals to lead in diverse settings and participate in the community through partnerships. The school prepares graduates for productive and successful careers in a global society. (SUNY Buffalo State, 2015)

About | School of the Professions | SUNY Buffalo State. (n.d.). Retrieved May 26, 2015, from <http://professions.buffalostate.edu/about>

Generalist Social Work Practice Defined

The entry level to the profession is considered generalist practice. Generalists, under supervision, provide services in a variety of helping roles across a broad range of clients systems from individual to family, group organization, and community. Further, generalists confront an array of problem situations. Working within an eco-systems model, they utilize the problem solving method from a strengths perspective, across a range of service systems. Generalist practitioners evaluate service outcomes to improve the provision and quality of services most appropriate to clients and their constituencies.

Social Work Program

Mission

SUNY Buffalo State Social Work Department prepares generalist social workers who act ethically, think critically, and value diversity and social and economic justice, and are committed to the advancement of the quality of life in the city of Buffalo and the larger Community.

Curriculum Goals

The Social Work Department commits to:

1. Educate students in the knowledge, values, and skills for generalist social work with individual, families, groups, organizations, and communities in diverse practice settings.
2. Contribute to the welfare of the social work profession, the college, and the community.
3. Promote community welfare through service-learning opportunities in the social work curriculum.

Educational Standards

Our graduates will demonstrate the ability to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social work economic 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. Evaluation with individuals, families, groups, organizations, and communities. (Council on Social Work Education, CSWE 2015)

Field Practicum

The primary function of field practicum is to provide students with the opportunity to practice and develop social work skills and competencies under the supervision of an experienced social worker or service provider. Additionally, working in the field provides opportunities for the networking and develops a professional identity.

Purpose of Field Practicum

The practicum experience is viewed as the culmination of the professional education of the BSW. That is, considerable effort has been made to integrate the practicum with the total curriculum rather than perceiving the field experience as a component separate from the didactic courses. In the design of the practicum, major emphasis has been given to initiating the student into the role of beginning-level generalist practitioner while advancing his or her professional training.

1. To provide the student with the opportunity to integrate classroom learning and field experiences through the use of applied practice skills to micro, mezzo, and macro levels of practice.
2. To develop the student's ability to operationalize the theoretical knowledge base of the generalist approach to practice in order to prevent, alleviate, or resolve problems in social functioning.
3. To assist the student in the appropriate application of basic generalist practice skills in helping relationships.
4. To develop the student's competency in actualizing a generalist intervention model with an ecological-systems orientation in regard to the interaction of a particular client or client group in a given environment.
5. To assist the student in making the transition from the role of student to the role of a beginning-level generalist social worker through the use of block placement and maintenance of an appropriate supportive relationship with the social work faculty.
6. To provide the student with the type of educational experience that is best suited to his or her individualized needs for personal and professional development through the utilization of a variety of agencies and practice settings.
7. To assist the student in actualizing social work values and ethical principles in practice situations, particularly those helping relationships that involve the specialized needs and/or sensitivity of gender-related, racial, sexual orientation, ethnic, cross-cultural, and/or minority issues, and to enhance the student's ability to resolve situational value conflicts.
8. To identify and maximize individualized student strengths, and to recognize and address student needs and limitations. To assist the student in professional development through the interaction of the student and experienced professional social workers.
9. To assist the student in developing his or her role as a beginning-level professional social worker by achieving an appropriate balance between self-initiative and the utilization of supervision and consultation.
10. To effect further growth in the student's self-awareness through the evaluation of his or her own progress and limitations, and to enhance a commitment to continued personal and professional development throughout the individual's professional career.

Objectives of Field Practicum

Competency #1-Demonstrate ethical and professional behavior.

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| 1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant to laws and regulations, models for ethical decision making, and additional code of ethics as appropriate to context. |
| 2. Use of 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 of technology ethically and appropriately to facilitate practice outcomes. |
| 5. Use of supervision and consultation to guide professional judgement and behavior. |

Competency #2-Engage diversity and difference in practice.
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at micro, mezzo, and macro levels.
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency #3-Advance human rights and social, economic, and environmental justice.
9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
10. Engage in practices that advance social, economic, and environmental justice.
Competency #4-Engage in practice informed research and research informed practice.
11. Use practice experience and theory to inform scientific inquiry and research.
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
13. Use and translate research evidence to inform and improve practice, policy, and service delivery.
Competency #5-Engage in policy practice.
14. Identify social policy at the local, state, and federal levels that impacts the well-being, service delivery, and access to social services.
15. Assess how social welfare and economic policies impact the delivery of and access to social services.
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
Competency #6-Engage with individuals, families, groups, organizations, and communities.
17. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
18. Use of empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency #7-Assess individuals, families, groups, organizations, and communities.
19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
20. 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.
21. Develop mutually agreed on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
22. Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies.
Competency #8-Intervene with individuals, families, groups, organizations, and communities.
23. Critically choose and implement interventions to achieve practice goals and enhance the capacities of clients and constituencies.

24. Apply knowledge of human behavior and the social environment, person in environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
27. Facilitate effective transitions and ending that advance mutually agreed on goals.
Competency #9-Evaluation with individuals, families, groups, organizations, and communities.
28. Select and use appropriate methods for evaluation of outcomes.
29. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in evaluation of outcomes.
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
(CSWE, 2015)

Eligibility for Field Practicum

Field education is an intensive experience that places considerable responsibility on social work students. Students must possess personal attributes that will enable them to work in a mature, responsible, and constructive manner with agency personnel and clients. Students will need to have enough personal strength to withstand the stress that comes from intervening in problem situations. Accordingly, some students may be asked to reconsider their choice of social work as a profession, necessitating a change of major.

In order to be eligible for field education, students must successfully complete all social work program academic prerequisites (CWP 101, CWP 102, BIO 101, MAT 311, PSYCH, and SOC) and maintain both an overall cumulative 2.5 grade point average and cumulative grade point average in their major. In addition, they must have completed the following social work courses BEFORE registering for the first semester of field practicum (SWK 493): SWK 220, SWK 307, SWK 308, SWK 317, SWK 301, SWK 320, SWK 422, SWK 423, and SWK 424. For the second semester of field practicum (SWK 494), they must have completed SWK 220, SWK 307, SWK 308, SWK 317, SWK 301, SWK 320, SWK 422, SWK 423, SWK 424, SWK 419, SWK 496, and SWK 493.

All students will have demonstrated the following competencies upon completing 200-level required social work courses:

1. Use email to create, reply, save, edit, and attach documents.
2. Use word processing software to create, edit, save, format, spell-check and grammar-check papers and reports.

3. Participate in Web-based activities by becoming familiar with all student features of Blackboard, our e-learning tool, including use of the drop box and sending and receiving assignments as attachments by email.
4. Know how to research material for papers and other assignments by using E. H. Butler Library online search and Google Book and Google Scholar to find information on social services, social work, and social policy.

The Procedures of Field Practicum

All senior students majoring in social work are required to complete a field practicum. The Council on Social Work Education requires a minimum of 400 clock hours of field instruction. The SUNY-Buffalo State Social Work program requires 420 hours of educationally directed field experience. Academic credit for life experience and previous work experience will not be given in whole or in part in lieu of the field practicum.

SUNY-Buffalo State provides general liability coverage while students are in field placement. Since it does not include automobile coverage related to field activities, students are not expected to transport clients. The field practicum is planned and implemented with the cooperation of the boards, administration, and staff of social agencies throughout the western New York area.

The field practicum is completed concurrently with coursework on campus during senior year. In some cases, when a student has not completed his/her 210 required hours of field instruction by semester's end, a grade of "U" is posted. These cases can include medical emergencies for student or someone they are the primary caretaker for, death of a family members, tragic event for student (ex: fire of the home in which student lives), changes in the agency that the student or program has no control over (ex: agency closes), and/or other "unforeseen or uncontrollable circumstances. Each of these cases/events requires appropriate documentation to be submitted to the Coordinator of Field Education for review. Once approved, the field faculty liaison and the student agree how the work can be satisfactorily completed to meet the standards of the social work program **by a mutually agreeable date**, the student may continue in the program, provided a written plan is signed and approved by the student, Agency Field Instructor, and the Field Faculty Liaison. Once all conditions of the plan have been met, the student's grade is changed to "S."

Students who are in school placements or agencies that work in schools you are responsible for completing your field hours in a timely manner. It is clear that you will start field hours a week or two later than others, but you have to manage your time over the course of the semester to "make up" those hours. Students will have to plan with agency field instructor and faculty field liaison to plan accordingly. This is not a situation to be considered as "an unforeseen or uncontrollable circumstance".

Some agencies may require students to train over the summer to prepare for field practicum. Some may also require students to continue their practicum over the December-January break. If it is agreed upon between the student and the agency field instructor, student can participate in practicum hours over the summer and during the school breaks. However, during the summer the maximum amount of hours that a student can do would be 40. These hours would count towards the student's fall field hours. Any hours completed over the December-January break would count towards the spring hours. Hours completed during this time would have to be submitted to the Coordinator of Field Education.

Field Practicum Information

General Information

The Social Work department assumes full responsibility for the placement of its students. Field practicums are available in a wide variety of social work settings, including hospitals, clinics, mental health agencies, schools, nursing homes, community action groups, domestic violence shelters, child welfare agencies, substance abuse programs, family service agencies, and Hospice programs. Determination of the practicum setting for each student is decided by the Coordinator of Field Education in partnership with the student, and in some cases, in consultation with the faculty of the Social Work Department. The placement decision depends upon such factors as the student's interests and preferences, means of transportation, and the type and number of available practicum settings. Whenever possible, attempts are made to place students in their field of interest. However, this may not be possible or appropriate in all instances. The final decision, therefore, rests with the judgment and discretion of the Coordinator of Field Education.

Student Transportation and the Practicum

Students are expected to supply their own transportation to and from their practicum. Access to a car during the senior year, therefore, offers considerable advantages to the student. If the student intends to drive to and from the placement, he or she must provide a photocopy of his or her license proving that s/he is legally licensed to do so. Also the student needs to carry appropriate insurance coverage. Students are encouraged to use an agency car whenever engaged in agency work. **Under no circumstances may a student transport clients in his/her personal vehicle.** The social work department recognizes that some students may not have access to a car. In such instances, students are placed in settings that are close to public transportation routes. This of course may narrow the range of field placement settings available to the student and pose additional problems if transportation is necessary to perform tasks (such as home visits) required by the agency.

Application for Field Practicum

In the fall semester prior to the start of the practicum, students attend a pre-practicum orientation meeting (Field Orientation). At this meeting, students receive a field application packet from the Coordinator of Field Education. The packet includes an application form, information about the Keirseley Temperament website, and access to the current Field Practicum Manual in the SUNY Buffalo State's Social Work website. During this orientation, Career Development Center staff will be available to train students on Resume Preparation and Interviewing Skills to support student's next steps in the field process. Part of the Field Application requires students to interview a senior who is in Field Practicum, all seniors are required to participate in Field Orientation to allow students to learn about various agency settings, but also to provide the opportunity for a 1:1 interview as required by the application.

Students complete the application form, the free online Keirseley temperament sorter and answer questions in application, prepare a resume with Career Development Center, and read the current *Field Practicum Manual from the website*. As part of the application process, it is the student's responsibility to be sure that they are eligible to enter the field by checking their Degree Works online record to insure they have completed all required courses, they have the required GPA of 2.5, and are professionally ready for the practicum experience based in the Field Interview Rubric.

Students will sign up for a meeting (first field interview) with the Coordinator of Field Education. Students will be able to schedule their appointments at the Field Orientation.

At this meeting, the student and the Coordinator of Field Education will review with student his/her personal goals, temperament and work style, and work in partnership to determine potential field practicum sites. Some of the factors taken into consideration are the student's past education, including any prior field placements; work and volunteer experience; his/her professional goals; geographical preferences; his/her likelihood of adjusting to a particular agency setting and meeting its requirements. Students have a chance to ask any questions they may have after having read the *Field Practicum Manual*. Students bring a completed copy of the resume to this meeting. The resume assists the Coordinator of Field Education in introducing the student to the potential Agency Field Instructor. Field Interview Rubric will be completed to assess whether or not the student is ready for a field interview in the agency. Students must score at or above the Proficient level of assessment.

The coordinator contacts potential practicum placements and/or field instructors. The coordinator introduces the student and provides the placement organization with some background information regarding the student's academic strengths/limitations, interests, volunteer or paid professional experiences, and other pertinent information. No information about criminal history and/or special needs unless written consent is given by student. If the agency representative is willing to interview the student, the student is then instructed through e-mail to schedule a pre-placement interview to meet his/her prospective agency representative or field instructor. After the interview, the coordinator confers with both parties to discuss their respective impressions, and, if all parties are in agreement, solidify the placement by completing the Field Interview Confirmation Form. There may be times when the first placement interview leads to a decision to seek out a different placement. If this happens, the coordinator will make new arrangements for the student to interview at another practicum site. When all the arrangements have been completed, students and field instructors are notified by mail and supplied with the necessary details (ex: starting dates, names and phone numbers, etc).

Under no circumstance may a student attempt to arrange for his/her own field placement or explore an agency setting without arrangements for a visit being made by the Coordinator of Field Education.

Employment-Based Field Practicum

To maximize student learning, the Social Work Program develops field education placements that will provide students with unique experiences, different from previous volunteer or work experiences. A proposal for placement in a student's place of employment will be considered only when the agency and student are able to create and support an educationally-based field education learning experience. Students employed at an approved field education agency must meet the same educational requirements. Employment-based field education students will carry out their field work responsibilities in a social work role clearly defined and known to agency clients. The employment-based field education agency must assure that educational time will be protected, and that they will cooperate with the Coordinator of Field Education so that the educational and learning objectives of the field education experience will be accomplished. Employment-based field education placement, the exception, requires the following:

1. The field education agency must be approved by the Coordinator of Field Education. The student with support of employer must complete a Proposal for Field Practicum at Place of Employment Form at time of Field Interview.
2. The field education agency must provide the student with unique learning activities that are different from their current employment.

3. The student's Agency Field Instructor must meet the requirements of an Agency Field Instructor and cannot be the employment supervisor.
4. The student's field placement must be in a different program or department than their employment assignment.
5. Field education hours are separate and distinct from hours of employment.
6. Student must be employed by the agency for a minimum of 6 months prior to the beginning of the field education placement.
7. The focus of the field education placement must be on the student's learning and educational objectives.

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Permission to use by Professor Toni-Marie Ciarfella, LCSWR- Director of Field Education

Additional Items to Consider going into Field Practicum

Criminal Background Check

Depending on particular field education sites (e.g., school settings, correctional facilities, nursing homes, etc.) students may be required to submit to a federal, state, and/or local criminal background check, prior to beginning their field practicum. To obtain a criminal background check, students should consult with a representative of that respective field placement as to whom should be contacted and information regarding the process and cost. As of July 2013, most New York State agencies are mandated to complete online background checks on new employees, interns, and volunteers through the New York State Justice Center. This requirement cannot be superseded by the Coordinator of Field Education or the SUNY Buffalo State Social Work Department. Note: at the discretion of [that] particular field practicum site, findings from this background check can, in some instances, preclude a student from a field practicum at that agency. In such cases, the Coordinator of Field Education and the faculty of Social Work Department should be advised for appropriate follow-up action.

Medical Documentation

Depending on particular field education sites (e.g., health care facilities, public school settings, etc.), students may be required to submit proof that they have received certain medical tests and/or immunizations, prior to beginning their field practicum. If a student has not had these required tests or immunizations, the student is responsible for obtaining these and their associated cost. As a mandated aspect of certain field placements, this requirement cannot be superseded by the Coordinator of Field Education or the SUNY Buffalo State Social Work Department.

Students with Special Needs

Students with documented disabilities who may need accommodations, or who have any emergency medical information, or who may need special arrangements in the event of an agency evacuation, should notify the Coordinator of Field Education to ensure the best field practicum setting. Students must register with the Disability Services Office Specialized Support Services (878-4500), (diabilityser@buffalostate.edu) in order to facilitate the provision of needed accommodations. The office is located in Twin Rise room 120.

Criteria for Selecting Field Practicum Agencies

1. Acceptance of the bachelor's level as the entry level of professional practice, as evidenced by bachelor-level social work staff members or potential for hiring them.
2. Acceptance of the educational objectives of the social work program.
3. Competent, interested supervisor who meets requirements of the program.
4. Adequate space and material for the student to perform duties in a professional manner.
5. Willingness to meet and work collaboratively with field faculty liaison to discuss student's work and social work program.
6. Release time and support to attend supervisor training and workshops offered to supervisory personnel working with students.
7. Opportunities for students to assume responsibility for regular workload of agency workers under supervision.
8. Opportunities, when possible, for follow-through on entire process of working with consumers of agency service, e.g., intake through termination.
9. Exposure to a variety of social work experiences.
10. Opportunities to experience some group process with clients and/or staff.
11. Opportunities to relate to community groups on behalf of the agency such as representing agency at interagency meetings, interpreting agency to the community.
12. Opportunities to understand agency functioning through attendance at staff meetings, attendance at board meetings, and other opportunities open to regular staff members.
13. Agency policy on non-discrimination is consistent with that of SUNY Buffalo State.

Changing Practicum Sites

Changing a field site is a serious decision. However, there are circumstances when changes are made. These may be initiated by the student's Agency Field Instructor or Field Faculty Liaison.

The following examples may be valid reasons for a change:

1. The agency or agency field instructor's inability to fulfill criteria for a field site.
2. Unforeseen changes in internal conditions of an agency that minimize or negate learning opportunities for the student.

To consider a change in field placement, a discussion must begin with the Field Faculty Liaison and the student. The Agency Field Instructor will be involved for clarification and possible alterations in the program. If satisfactory arrangements cannot be agreed on to provide for continued student learning in the field site, a conference is arranged by the field faculty liaison with the Coordinator of Field Education for further planning and possible alternative placement. Early and frequent communication among the student, field educator, and field faculty liaison will maximize the possibilities for optimal placement relationships and learning experiences, and forestall serious problems.

Students who are terminated from a placement for cause are required to appear before the Professional Academic Performance Standards Committee before another assignment is considered.

Criteria for Selecting Agency Field Instructors

1. An M.S.W. degree with one year experience or a B.S.W. degree with two years' experience in the field of social work or a bachelor's degree in a related field with two years of appropriate work experience and demonstrated knowledge of and capacity to convey the social work perspective.
2. One year of supervisory experience.
3. Ability to provide regularly scheduled weekly supervisory sessions of at least one hour.
4. Availability and willingness to attend meetings of field educators called by field education coordinator.

Scheduling

Field education and the integrative seminar are a part of the senior student's academic schedule and must be so viewed by the Field Faculty Liaison and the student. Students remain in the same placement and the same seminar section both semesters. Students and Agency Field Instructors are provided a field education calendar outlining field days, school holidays, recesses, and evaluation due dates. It is expected that students spend two full days a week at field. Time spent at the weekly seminar does not count toward the required 420 hours of field practicum.

Holidays and Vacations

Students are expected to adhere to the vacation and recess schedule as outlined in the academic calendar, unless directed otherwise by their practicum educator. Students must make up agency and

school holidays that occur on practicum work days, in order to complete the total number of required hours by semester's end.

Absences and Illnesses

Illness is the only legitimate absence from practicum work. If students are ill and cannot attend field work, they must notify the Agency Field Instructor as close to agency opening time as possible. Make-up time must be arranged with the field educator. Extended illnesses must be reported to the practicum education coordinator. **More than two absences in practicum seminar result in a U grade.**

2016-2017 Academic Calendar

Fall Semester 2016

Classes begin	week of August 29
Field work begins	week of August 29
Field seminars begin	week of August 29
Labor Day observed (no classes)	September 5
Fall Recess	October 10
Veterans Day observed (no classes)	November 11
Thanksgiving Recess	November 23-26
Last day in practicum	Week of December 9
Last seminar meeting	December 6 or December 9
Field evaluations due	December 6 or December 9

Spring Semester 2017

Classes begin	January 23
Field work begins	Week of January 23
Field seminars begin	Week of January 23
Presidents' Day recess (no classes)	February 21
Spring Recess (no classes)	March 20-25
Last day in practicum	Week of May 5
Last seminar meeting	May 2 or May 5
Field evaluations due	May 2 or May 5

Conferences with Field Faculty Liaison

The field faculty liaisons have responsibility for the relationship between the students enrolled in their integrative seminars and the field educators who supervise them.

Field visits are arranged at the agency to discuss learning goals for the semester and methods to best accomplish them. If need is indicated, the field faculty liaison may visit the field agency at any time. Situations that present special problems may require additional conferences. These may be requested by students, field educators, or field faculty liaisons. When special problems arise, the field education

coordinator may attend the conference at the agency. After each field visit/contact, a report form is placed in the student's folder. A total of three will be completed, two in the fall and one in the spring.

Use of Supervision

Each field instructor is required to allocate at least one hour per week for supervisory conference time with the student. It is the responsibility of the student to be assertive in requesting and rescheduling missed or additional supervisory conferences.

Advanced preparation must be made so that maximum utilization of the time can be accomplished. Students should bring in their questions, problems, etc. at this time, and always be ready to make written notes and to consult their personal appointment calendar. The supervisory conference is also the time that evaluation of assessments, case plans, and other social work activities related to client and agency contacts are discussed.

Regular supervision is a characteristic of continuing professional development throughout the social worker's career. Confidence-building, acquisition of knowledge, support, and skill development are all benefits of supervision. Likewise, supervisors appreciate the challenge of the student's observations, questions and feedback.

Evaluations

Before the student's practicum placement, evaluation forms are distributed to field instructors and students. The forms are intended to assist the student and field instructor to plan learning experiences for the semester and to facilitate the ongoing performance evaluation process.

The field instructor and the student participate in two formal evaluation conferences. The first conference occurs at midpoint of the practicum (210 hours), and the second at completion of all hours and requirements. The forms should be used as a basis for discussion during the conferences. The student and the field instructor are encouraged to make written comments on the form. Input from the field instructor supervisor is a key element in the social work practicum evaluation. Periodic assessment and feedback are responsibilities shared by the field instructor, the student, and the field liaison. While this evaluation requires team effort, the field liaison is fully accountable for the assignment of credit. The final evaluation will be filed in the student's folder in the Social Work Department.

The evaluation forms must be signed by the student and Agency Field Instructor to be submitted to the Field Faculty Liaison for signature at the completion of practicum. The student's signature verifies that the student participated in the evaluation process. If an Agency Field Instructor expects to recommend a grade of "U", the Field Faculty Liaison should be notified as early as possible. Once concerns are identified, the field instructor, student, and the field liaison will evaluate what actions should be taken.

Students who do not meet the minimum expected learning objectives and social work practice requirements within the required number of clock hours may receive a grade of "U". Students who receive a grade of "U" are unable to continue in practicum until the grade has been reviewed and a decision is made regarding whether a student will be referred to another placement or discontinued from the BSW program.

SUNY Buffalo State Social Work Program
Procedures for the Professional Academic Performance Standards (PAPS) Committee for the
Retention and Termination of Students.

Students can be informally accepted into the Social Work Program as Pre-Social Work Majors. Generally Pre-Social Work majors are freshmen and sophomores. Social Work is an upper division major that builds on a liberal arts base. Once students are accepted to the Social Work Program faculty begin to assess students' "fit" with professional expectations and standards

Students apply to the Social Work major prior to the Fall Semester of their Junior Year. This admission is considered by the faculty as signifying that the student is in good standing in the Social Work Program and is in compliance with its Professional Behaviors and Academic Performance Standards.

Professional Behavior and Academic Performance Standards

1. Grade Point Average (GPA)

- Earn a 2.5 to apply for the social work curriculum
- Maintain a 2.5 overall GPA to move forward in the Field Process
- Meet and maintain academic standards of SUNY Buffalo State and the Social Work Department

Indicators of Concern

- Fails to maintain an 2.5 overall GPA to move forward in the Field Process
- Fails to successfully complete either Integrative Seminar or Field Practicum
- Has more than one class with a grade of incomplete
- Fails to comply with incomplete grade contracts in a timely manner (We recognize unforeseeable circumstances and/or accidents.)

2. Professional Behavior

- Attend class, arrive on time, and return from break in a timely manner
- Abide by class attendance policy as designated in the syllabus of each course
- Participate in group activities and assignments at equal levels
- Complete work in a timely fashion and according to directions provided
- Come to class prepared, with reading and other assignments completed
- Plan and organize work effectively
- Develop and follow a plan of study with the proper sequencing of courses
- Meet deadlines for advisement, registration, admission applications etc.
- Take responsibility for the quality of completed tests and assignments
- Demonstrate the ability to follow school and agency protocols, policies and professional standards
- Make arrangements for special needs in a timely manner

Indicators of Concern

- Multiple absences from class or field practicum
- Multiple late arrivals for class or field practicum
- Poor organizational skills
- Does not come to class prepared to participate in group activities or discussion
- Repeated requests for extensions with the exception of prior approved accommodations.
- Late or incomplete assignments
- Failure to keep or cancel appointments

- Failure to adhere to practicum agency policies and professional standards
- Lying, cheating, or plagiarizing

3. Respect/Conduct

- Treat all peers, instructors, and others with dignity and respect at all times
- Be attentive while others are speaking
- Shows respect for other's opinions
- Give feedback to peers and faculty in a constructive manner
- Approach conflict with peers or instructors in a cooperative manner
- Remain open to positive or negative feedback from peers and faculty
- Use positive and nonjudgmental language
- Demonstrates a willingness to understand diversity in people regarding age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- Conduct yourself according to the NASW Code of Ethics
- Conduct yourself according to established laws, professional agency policies
- Support the concept of client self-determination

Indicators of Concern

- Creates conflict in class
- Uncooperative or unwilling to participate in class activities
- Consistently late for class or field practicum or leaves class or field practicum early
- Sleeps during class
- Disrupts class process by talking to others
- Frequently interrupts when others are speaking
- Uses cell phone inappropriately during class
- Uses derogatory language or demeaning remarks
- Appears unwilling or unable to accept feedback from faculty, staff and/ or peers
- Monopolizes class discussion
- Unwilling or unable to develop an understanding of people different from oneself
- Discriminatory behavior or harassment towards others on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation
- Academic misconduct

4. Confidentiality

- Treat any personal information that you hear about a peer or an instructor as strictly confidential
- Maintain confidentiality of any information shared in class, dyads, or smaller groups within that unit
- Use judgment in self-disclosing information in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they can utilize campus resources such as the Counseling Center, Disabilities Office, Weigel Health Center, etc.)
- Never use names of clients or disclose other identifying information

Indicators of Concern

- Shares or discusses information about faculty or peers inappropriately
- Shares information disclosed in class discussions with individuals external to the learning environment
- Demonstrates poor judgment in self-disclosure

- Discloses names or other identifying information about clients in the classroom or other settings

5. Verbal and non-verbal communication skills

- Practices positive, constructive, respectful, and professional communications skills with peers and instructor: (body language, empathy, listening)
- Demonstrates use of critical thinking skills in communication
- Clearly articulates ideas, thoughts, and concepts verbally, in writing and other means of nonverbal communication.
- Communicates clearly with clients, supervisors, peers, and faculty
- Strives to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records
- Accepts and benefit from constructive feedback
- Demonstrates ability to follow the conventions of writing in academic papers, exams, discussion boards, agency notes and/or other written documents
- Demonstrates good organization of writing that follows a logical sequence
- Formal papers are typed, double-spaced, and conform to the Publication Manual of the American Psychological Association (latest edition) standards of writing unless instructed to do otherwise by the faculty/staff person.

Indicators of Concern

- Unable to express information clearly and concisely either verbally or in writing
- Unable to master the conventions of writing in academic papers, exams, discussion boards, agency notes and/or other written documents
- Posting inappropriate or negative remarks/references on social work media about the profession
- Unable to communicate clearly with clients, supervisors, peers, faculty and/or staff
- Relates interpersonally in a manner that is disrespectful, manipulative, discriminatory, disruptive and/or immature
- Fails to follow appropriate procedures and channels for conflict resolution
- Interviewing skills not at the appropriate level for class standing, junior, senior etc.

6. Ethical Behavior and Integrity

- Perform professional activity in conformity with the values and ethics of the profession
- Demonstrate judgment that models the values and ethics of the profession as presented in the NASW Code of Ethics
- Practice honesty with self, peers, faculty and staff
- Learn and apply the rules of citing other's work properly
- Does own work and takes credit only for one's own work
- Do not submit in whole or in part the same work for credit in more than one class, except with prior approval of the instructor
- Avoid conflicts of interest that would interfere with the exercise of professional discretion
- and impartial judgment, which includes setting clear, appropriate, and culturally sensitive boundaries.

Indicators of Concern

- Violates any section of the NASW Code of Ethics
- Violates any standard of the SUNY Buffalo State Student Code of Conduct
- Violates policies or procedures set forth in the BSW Student Handbook or Field Practicum Manual
- Lying, cheating, or plagiarizing
- Submits the same work product for more than one course

- Current involvement in illegal activities (e.g. conviction of a felony, breaking the law, specific criminal behavior, such as possession of a firearm or other weapon, trafficking in and/or possession of drugs).
- Tests positive for drug screens requested by an agency while participating in Field Practicum
- Inability to pass criminal background checks and child abuse clearances
- Engages in activities that have conflict(s) of interest with the educational setting or the Field Practicum Setting

7. Self-Awareness and Self-regulation

- Uses self-disclosure appropriately in the classroom, field placement, or the profession
- Maintains appropriate boundaries in all relevant relationships and settings
- Demonstrates the ability to examine personal values and their fit with professional expectations.
- Able to develop and grow in reconciling differences
- Able to engage in discussion and processing of uncomfortable topics
- Deals appropriately with issues which arouse emotions
- Demonstrates an awareness of one's personal limits
- Understands the effects of one's behavior on others
- Able to form positive working relationships with peers, faculty, supervisors and clients
- Able to work toward resolving one's personal issues that may impair performance
- Demonstrates the ability to manage stressors through the use of appropriate methods of coping
- Seeks out appropriate support when having difficulties to ensure success in completing course requirements
- Strives to work toward greater awareness of personal issues that may impede effectiveness with clients

Indicators of Concern

- Unable or unwilling to work through unresolved personal issues
- Unable or unwilling to control emotional reactions
- Demonstrates behavior consistent with impairment as a result of using alcohol or drugs
- Demonstrates behaviors that interfere with his or her ability to work effectively with peers, faculty, staff, clients and field instructors.
- Makes verbal or physical threats to peers, faculty, staff, clients and field instructors
- Demonstrates impaired judgment, decision-making, or problem solving skills
- Fails to seek appropriate interventions to address substantial personal limitations that may interfere with professional functioning
- Demonstrates a negative attitude/lack of enthusiasm toward the social work program, the social work profession, and/or the field placement, to such a degree that it impairs the student's ability to actively participate in the learning experience.
- Unable to form effective relationships with clients, faculty, supervisors, or peers

8. Professional Competence

- Demonstrate the ability to utilize information to make informed and relevant decisions
- Demonstrates the ability to identify and critically analyze bio-psycho-social components and factors that affect individual, family groups and communities
- Demonstrates the ability to use critical thinking skills
- Able to meet the requirements for attaining the competencies found in the CSWE Educational Policy Statement

Indicators of Concern

- Failure to actively participate in the attainment of expected social work practice competencies.
- Unable to meet requirements of class or field requirements due to failure to balance personal and school responsibilities such as employment vs. school
- Inability to work within the framework of supervision – may include classroom instructor, field agency faculty or supervisor
- Impairment as described in Section 4.05 of the NASW Code of Ethics, which may include impairment due to psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with or impair professional judgment and or jeopardize the best interests of people for whom they have a professional responsibility

9. Diversity and Difference

- Remain open to people, ideas, and creeds with which they are not familiar
- Demonstrate the capacity and willingness to work with diverse client populations
- Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, ethnocentrism
- Demonstrate an understanding of how values and culture interact
- Participate in educational activities that promote sensitivity to, knowledge about, and appreciation of cultural diversity
- Demonstrate your commitment to social justice for all populations
- Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals, groups and communities
- Learn about methods of empowering populations and enhancing social justice

Indicators of Concern

- Is not willing to work with or gain a greater understanding of diverse populations
- Demonstrates the use of stereotypes, judgmental attitudes, or prejudice
- Fails to accept and work to understand values and practices in different cultures
- Does not understand the impact of oppression on individuals, groups or communities during any semester of enrollment in the BSW Program, including the last semester of enrollment.

Professional Academic Performance Standards (PAPS) Committee Retention and Termination of Students

In general, students who meet academic standards should have no difficulty meeting professional standards. However, on occasion a student may possess all the requisite academic skills and yet may not be ready to meet the emotional challenges of undergraduate studies. This lack of readiness would be evidenced by behaviors that emerge in the classroom, in relations with professors or other students, or in fieldwork. Since it is possible for a student to have difficulty relating with one particular professor or field instructor, the decision to terminate or take other disciplinary action against an undergraduate student (i.e., place on probation, suspension) will not be made by only one person but will be the decision of the PAPS Committee.

Procedures for Professional Termination or Other Disciplinary Action (i.e., Probation, Suspension) and Due Process Guarantees

- No student will be considered for professional termination on the basis of age, class, color, culture, disability, and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation and tribal sovereign status. (CSWE, 2015)

- All decisions to terminate or take other disciplinary action against an undergraduate social work student (i.e., place on probation, suspension) for professional performance will be made by the PAPS Committee. The Committee only makes decisions relevant to the Social Work Department. Student would be advised to pursue another major when necessary.

Student Performance Review

Students are expected to maintain the standards set forth in the SUNY Buffalo State Student Code of Conduct, the Social Work Program Student Handbook, The Social Work Department Field Practicum Manual the National Association of Social Workers *Code of Ethics*, and course syllabi. If a student fails to meet required professional program standards, he/she may be subject to a performance review.

A performance review is intended to provide students and faculty the opportunity to openly identify and discuss performance problems. Any Social Work faculty or staff member can submit a referral to the PAPS Committee. A member of the PAPS Committee may also submit a referral, but will not be able to participate in the deliberations of the committee. In this case, an alternate person will be used.

Composition and Operation

Each academic year at the first faculty meeting, the full program will select a PAPS Committee for a term of one year. The Committee itself will select the Committee Chair. The Department Chairperson may not be a member or chair of the Committee. The Committee shall be composed of three faculty members. No regular Committee member may consider a case in which he/she is considered to have a conflict of interest, as determined by the Department Chairperson. The Chair will designate an alternate member(s) to consider a case in place of a regular Committee member deemed to have a conflict of interest or to fill the absence of a regular Committee member. If additional alternates are necessary, the Committee Chair shall advise the Department Chairperson who shall bring the issue to the full Department.

PAPS Committee is a Program-level system for early detection of concerns w academic or professional performance. PAPS Committee will: 1) review criteria for performance review, 2) make recommendations to the Program for updates or changes to the review process, 3) receive requests for review of student performance, 4) review requests for review of student performance, and 5) make decisions on all reviewed requests.

PAPS Committee may decide that there is no basis for further action or that a specific student contract must be established for a probationary period before determining the need for further action. The contract will include problems to be solved, actions to be taken to solve the problems, a time period to carry out identified actions and re-evaluation of student performance, and consequences for noncompliance. The Committee will work with the student, his/her professor, and other relevant persons. In addition, the Committee reserves the power to terminate the student from the program under any of the following circumstances: if the student refuses to develop a contract, fails to fulfill the contract, or if during the process of completing the contract some serious negative behavior or failing academic performance occurs. Termination can occur any semester, including the last semester of enrollment in the Program.

Possible Outcomes from PAPS Committee Review

(The committee can only make decisions as they relate to the Social Work Department)

No further action: The student will continue in the department.

Probation: The student is placed on probation and is allowed to continue in the department for a time-limited period to allow for completion of a written corrective action plan that will include action items, with dates for completion and consequences for not abiding by the plan will be developed with the PAPS Committee.

Suspension: The student is temporarily removed from the department and required to complete a written corrective action plan developed with the PAPS Committee.

Termination: The student is dismissed from the department and therefore advised to pursue another major with the support of PAPS Committee members. In the case of a recommendation for termination of as student from the department two-thirds of the committee members must concur.

Procedure for Requesting and Conducting Professional Performance Review

1. Before filing a request with the Committee, the potential faculty/staff person must make all reasonable efforts to resolve the matter with the student(s), including, but not limited to meeting with the student, reviewing the issue(s) with the Program Director, and, if recommended by the Department Chairperson, other campus resources. All such efforts to resolve must be documented in writing by the potential faculty/staff person, regardless of whether a request is dealt with by the Committee.
2. If an eligible person completes a PAPS Referral Form with the Committee, it must be filed with the Committee Chair in writing, dated, and signed by the faculty/staff person and must include written documentation of: (1) the specifics of each actual performance incident on which the request is based, including student name(s), date, location, approximate time, and names of persons present; (2) all efforts to resolve prior to filing with the Committee, as required by point 1 above, with written documentation of same.
3. Barring extenuating circumstances, the Committee shall notify the faculty/staff member in writing within one week of its decision on whether their request meets Committee requirements for review. A Committee decision requires a majority vote.
4. If a review is granted, the Committee will send written and e-mail notification to the student(s) and faculty/staff member of the decision, including a copy of the request; notice to the student that they must submit a written reply to the faculty/staff member's filing to the Committee and the faculty/staff member within two weeks of receipt of the notice; and a statement that a Committee representative will contact both parties within two weeks to schedule a review. Barring extenuating circumstances, the Committee shall make a reasonable effort to schedule a review within two weeks of mailing the notice.
5. Students responding to a Requester filing may have a representative assist them with the process, including being on-site at the Committee meeting. However, in all cases, the students must speak for themselves and the representative shall have no right to speak to the Committee, other than introducing themselves to the Committee. For purposes of this section a representative may include only one person who may only be a person from the SUNY Buffalo State community (student, faculty, or staff). However the student may not bring an attorney as a representative. If the student brings an attorney, the meeting will be cancelled and the student and the attorney will be referred to the SUNY Office of General Counsel. A student who fails to appear relinquishes the right to be heard.
6. Committee reviews are opportunities for both the faculty/staff member(s) and student(s) to submit their positions orally and in writing for Committee review. The faculty/staff member(s) and student(s) each will have a maximum of 15 minutes for their oral presentation. The Committee review does not include cross-examination between the parties; only questions by the Committee members. A faculty/staff member(s) or student(s) may ask the Committee chair to consider asking a question to the student(s) or faculty/staff member(s), respectively. The Committee chair has full discretion in deciding whether or not to honor the request.
7. All evidence presented by the faculty/staff member(s) and student(s) must be presented in writing to the Committee Chair within 7 days prior to the review.
8. Barring extenuating circumstances, the Committee shall issue a written decision to the faculty/staff(s) and student(s) within one week of the review meeting. A committee decision requires a majority vote. The decision must be sent by certified mail, return receipt requested, e-mail and include: the decision (i.e.,

probation subject to contract development and compliance, suspension, or termination), its effective date; and the appeal rights, as stated in this policy and procedure. Effective dates shall be established, subject to appeal rights. All committee decisions shall be considered final and consented to by the student unless the student exercises his/her appeals rights.

Procedure for Appeal of PAPS Decision

The student may appeal the decision of the PAPS Committee to the Department Chair. The student must submit a substantive written statement for requesting an appeal by Department Chair. The written request must be submitted within two weeks of the receipt date of the Committee's review decision notice. If this deadline is not met, the student is ineligible to appeal.

Upon receipt of the appeal notice from the student, the Department Chair will appoint an appeal committee from all eligible faculty members and a chair, but in no case may the review panel be less than two members. Eligible persons are full-time faculty and field liaisons. The following persons are ineligible: PAPS Committee members, and any other program members the Department Chair deems to have a conflict of interest. Department chair would be ineligible to serve on the committee.

Appeal Process

The Chair of the Appeal committee will determine if a second hearing is necessary. If so, the chair shall set a date for the hearing within two weeks. After a hearing date has been set, the Committee Chair shall give at least one week notice to Committee members, the faculty/staff member(s), student(s), and preceptor about date, time, and place for the hearing as well as the issues which will be considered by the Committee. The hearing notification will be sent via certified mail and e-mail. All Committee members, the student(s), and faculty/staff member(s) must be present at this appeal hearing. The student may be accompanied by a person from the SUNY Buffalo State community (student, faculty, or staff). However the student may not bring an attorney as a representative. If the student brings an attorney, the meeting will be cancelled and the student and the attorney will be referred to the SUNY lawyer.

The Appeal Committee review is an opportunity for both the faculty/staff member(s) and student(s) to submit their positions orally and in writing for Committee review. Its purpose is to review whether the PAPS procedure followed the requirements of the policy and procedure and to review the substantive decision. The faculty/staff member(s) and student(s) each will have a maximum of 5 minutes for their oral presentation. The faculty/staff member(s) and student(s) written presentations from the Committee review will be the basis of their written presentation to the Appeal Committee. Requester(s) and student(s) may submit any new written documentation to the appeal committee within 3 days of the appeal committee meeting. The Appeal Committee review does not include cross-examination between the parties; only questions by the Committee members. A faculty/staff member(s) or student(s) may ask the Appeal Committee chair to consider asking a question to the student(s) or faculty/staff member(s), respectively. The Committee Chair has full discretion in deciding whether or not to honor the request. The student must leave the room at the time of deliberations.

Deliberations

Only the Committee members and the student's preceptor (if in attendance) will be present in the room for the vote. The preceptor will not vote. The Appeals Committee recommendation to the Program Coordinator will be by majority vote. The Committee's responsibilities are to

1. Consider all factors in the present and past performance of the student
2. Decide to support the decision of the PAPS Committee
3. Decide to overturn the decision of the PAPS Committee with an alternative plan to resolve the performance problems.

The Appeals Committee shall prepare a written recommendation to submit to the Program Coordinator, which will describe the nature of the performance problem, a summary of the facts as presented to the Appeals Committee, Committee's actions and reasons for the actions.

Notification

Barring extenuating circumstances, the Appeals Committee shall issue a written decision to the faculty/staff member(s), student(s), PAPS Committee chair, and Department Chairperson within one week of the review meeting. The decision must be sent by certified mail, return receipt requested, e-mail and include: the decision; its effective date; and the appeal rights, as stated in this policy and procedure. Effective dates shall be established subject to appeal rights.

Confidentiality

All procedures must be confidential to protect student's rights to privacy. All parties involved are expected to comply with this requirement.

Procedures for Readmission to the Social Work Program

Students who have to be terminated for reasons of academic and/or professional performance from the Social Work Program may, at a later date, seek to be readmitted. A terminated student who displays renewed determination to complete the program satisfactorily may reapply for acceptance after student has addressed the concerns that lead to the PAPS referral. The procedure for reacceptance is to write to the Social Work Department Chair to request a personal appearance before the Social Work Program. At this time, the student should give clear evidence of academic and/or professional growth during the period that he or she was out of the Program.

Resources for Consultation and Referral for Students of Concern These students may not be referred to PAPS based on the level of concern.

As per SUNY Buffalo State Emergency Procedures, students that demonstrate the following concerns will be referred to the appropriate resources.

1. Emergency Response is when a student is a victim of attack or appears to pose imminent danger to the safety of him/her self or others. University Police will be contacted at 716-878-6333.
2. Mental Health Consultation is when a student exhibits severe anxiety, depression, suicidal thoughts, or intense emotional disturbances. If immediate threat exists University Police will be contacted at 716-878-6333. If no immediate harm seems likely College Counseling Center will be contacted during business hours at 716-878-4436. After hours Crisis Services will be contacted at 716-834-3131.
3. Conduct/Disruptive Behavior is when a student's behavior is inappropriate or disruptive to a class, a residence hall, or other campus location. If immediate threat exists University Police will be contacted at 716-878-6333. For non-emergency concerns the Dean of Students will be contacted at 716-878-4618.

A Final Word

We hope that this answers many of your questions about SUNY Buffalo State's Social Work Program's Professional Behavior and Academic Performance Standards. If you have additional questions or concerns, please feel free to contact the Social Work Department Chairperson.

References for the Procedures for Professional Behavior and Academic Performance Standards and the Professional Academic Performance Standards Committee for the Retention and Termination of Students was developed with the use of information in SUNY Buffalo State Social Work Department Student Handbooks and materials found from the following references:

- Ball State University, Social Work Department. (2013). Field Practicum Handbook for the Bachelor of Social Work Program
<http://cms.bsu.edu/Academics/CollegesandDepartments/SocialWork/FieldEdu/FieldPracticum/FPracticumManual.aspx>
- East Tennessee State University, Department of Social Work. (2010). Social Work Student Handbook: Professional Development. <http://www.etsu.edu/cas/socialwork/>

- Indiana State University, Social Work Department. (2011). Student Dismissal and Continuation Policies: [http://socialwork.iu.edu/files/documents/bsw_student_handbook/BSW%20Handbook %202012-2014%20Final.pdf](http://socialwork.iu.edu/files/documents/bsw_student_handbook/BSW%20Handbook%202012-2014%20Final.pdf)
- Indiana University East, School of Social Work, Policy on Student Continuation, Review & Dismissal: <http://www.iue.edu/socialwork/bsw/>
- IUPUI School of Social Work. (2011). BSW Student Handbook: Student Development. http://iupui.socialwork.iu.edu/academic_programs/bsw_program_indianapolis/bsw_program_indianapolis_student_handbook.html
- Lock Haven University, Social Work Department (2010). Student Termination Policy: http://www.lhup.edu/colleges/Business_Information/social_work/index.html
- Northern Arizona University, Social Work Program (2010). Academic Performance Standards for Admission, Retention, and Graduation: http://home.nau.edu/images/userimages/jmk283/9726/ps-social_work.pdf
- Radford University (2010). Social Work Candidate Evaluation: Professional Characteristics and Dispositions: <https://php.radford.edu/~sowk-web/>
- Saginaw Valley State University, Social Work Department. (2010). Gate Keeping Issues: http://www.svsu.edu/fileadmin/websites/socialwork/PDFs/2011_Social_Work_Student_Handbook_2011.pdf
- University of Southern Indiana, Social Work Department. (2015) BSW Performance Standards for Student: Retention, Review and Termination: <https://www.usi.edu/media/4708107/20152Student-Performance-Standards>.
- Council on Social Work Education. (2015) Educational policy and accreditation standards. Alexandria, VA: Author
- National Association of Social Workers (NASW). (2008) Code of ethics. Council on Social Work Education. Available at <https://www.socialworkers.org/pubs/code/code.asp>
- Raymie, H. W. (2004). Legal guidelines for dismissing students because of poor performance in Field Special section: Field Education in Social Work. *Journal of Social Work Education*, 40 (3), 403-414. The Problem Solving Process

August 2016

SUNY Buffalo State Safety Policies and Resources

SUNY Buffalo State is an institution that supports the emotional, mental and physical safety of students, faculty, professionals, campus, our collaborators and the outer community. Please find information about policies and resources on the following SUNY Buffalo State websites:

1. Dean of Students: <http://deanofstudents.buffalostate.edu/health-and-safety>
2. Campus Safety: <http://police.buffalostate.edu/campussafety>
3. Environmental Health and Safety: <http://environmentalhealth.buffalostate.edu/generalhealthandsafety>
4. Transportation and Safety Services: <http://sunny.buffalostate.edu/transportation-and-safety-services>
5. Equity and Diversity Policies: <http://equity.buffalostate.edu/policies>

3. Respect and Conduct

- Creates conflict in class
 - Uncooperative or unwilling to participate in class activities
 - Consistently late for class or field practicum or leaves class or field practicum early
 - Sleeps during class or field practicum
 - Disrupts class process by talking to others
 - Frequently interrupts when others are speaking
 - Uses cell phone and/or any electronic devices inappropriately during class
 - Uses derogatory language and demeaning remarks
 - Appears unwilling or unable to accept feedback from faculty, staff, and/or peers
 - Monopolizes class discussion
 - Unwilling or unable to develop an understanding of people different from oneself
 - Discriminatory behavior or harassment towards others on the basis of age, class, race, culture, disability, ethnicity, family structure, gender, marital status, national origin, religion, sex, and sexual orientation.
 - Academic misconduct
-

4. Confidentiality

- Shares or discusses information about faculty, staff, and/or peers inappropriately
 - Shares information disclosed in class discussions with individuals external to the learning environment
 - Demonstrates poor judgment with self-disclosure
 - Discloses names or other identifying information about clients in the classroom or other settings
-

5. Verbal and non-verbal communication skills

- Unable to express information clearly and concisely either verbally or in writing
 - Unable to master the conventions of writing in academic papers, exams, discussion boards, agency notes and/or other written documents (online included)
 - Unable to communicate clearly with clients, supervisors, peers, faculty and/or staff.
 - Relates interpersonally in a manner that is disrespectful, manipulative, discriminatory, disruptive and/or immature.
 - Fails to follow appropriate procedures and channels for conflict resolution
 - Interviewing skills not at the appropriate level for class standing. Ex: Senior skill level
-

6. Ethical Behavior and Integrity

- Violates any section of the NASW Code of Ethics
 - Violates any standards of the SUNY Buffalo State Student Code of Conduct
 - Violates policies or procedures set forth in the BSW Student Handbook or Field Practicum Manual
 - Lying, cheating, or plagiarizing
 - Submits the same work product for more than one course
-

- ___ Current involvement in illegal activities (ex: conviction of a felony, breaking the law, specific criminal behavior such as possession of a firearm or other weapon, trafficking in and/or possession of drugs.)
 - ___ Tests positive for drug screens requested by an agency while participating in Field Practicum.
 - ___ Inability to pass criminal background checks and child abuse clearances
 - ___ Engages in activities that have conflict(s) of interest with the educational setting or the Field Practicum setting
-

7. Self-Awareness and Self-Regulation

- ___ Unable or unwilling to work through unresolved personal issues
 - ___ Unable or unwilling to control emotional reactions
 - ___ Demonstrates behavior consistent with impairment as a result of using alcohol or drugs
 - ___ Demonstrates behaviors that interfere with his or her ability to work effectively with peers, faculty, staff, clients and field instructors.
 - ___ Makes verbal or physical threats to peers, faculty, staff, clients and/or field instructors
 - ___ Demonstrates impaired judgment, decision making, or problem solving skills
 - ___ Fails to seek appropriate interventions to address substantial personal limitations that may interfere with professional functioning
 - ___ Demonstrates a negative attitude/lack of enthusiasm towards the Social Work Program, the social work profession, and/or the Field Practicum to such a degree that it impairs the student's ability to actively participate in the learning experience
 - ___ Unable to form effective relationships with peers, faculty, staff, clients and/or field Instructors
-

8. Professional Competence

- ___ Failure to actively participate in attainment of expected social work competencies
 - ___ Unable to meet the requirement of class or field requirements due to failure to balance personal and school responsibilities such as employment vs. school
 - ___ Inability to work within framework of supervision-may include Field Faculty Liaison, Agency Field Instructor and Coordinator of Field Education.
 - ___ Impaired as described in Section 4.05 of NASW Code of Ethics, which may include impairment due to psychosocial distress, legal problems, substance abuse, and mental health difficulties that interfere with or impair professional judgement and/or jeopardize the best interests of people for who they may have professional responsibility
-

9. Diversity and Difference

- ___ Is not willing to work with or gain a greater understanding of diverse populations
- ___ Demonstrates the use of stereotypes, judgmental attitudes, or prejudice
- ___ Fails to accept and work to understand values and practices in different cultures
- ___ Does not understand the impact of oppression on individuals, groups, or

communities during any semester of enrollment in the BSW Program, including the last semester of enrollment.

10. Additional Information:

Please provide information on any specific conduct behavior of the student's that is related to the basis for this referral, if appropriate, that would assist PAPS Committee in its review of the referral. Please consider providing information on any specific action you took to address your concerns regarding the student's performance or conduct. Use additional pages if needed.

This form was adapted from:

- Northeastern University, School of Pharmacy Professionalism Concern Form:
<http://www.northeastern.edu/bouve/assets/uploads/sites/5/2015/03/professionalism-concern-form.pdf>

August 2016

ROLES AND RESPONSIBILITIES

Responsibilities of the Student

1. To complete all practicum agency pre-conditions prior to beginning practicum. (background check, medical check-immunizations, and/or training.)
2. To formulate specific learning objectives for the practicum experience.
3. To engage actively in designing and implementing specific learning experiences to address the student's specific educational needs.
4. To work with the Field Agency Instructor and the Faculty Field Liaison, to develop learning opportunities directly related to the student's learning objectives.
5. To discuss and implement learning experiences that will fulfill the requirements of the Learning Agreement.
6. To adhere to social work values and professional standards of ethical behavior in practice situations. The student must be familiar with and always endeavor to implement the NASW Code of Ethics.
7. To evaluate periodically with Agency Field Instructor and Faculty Field Liaison to what extent the Learning Agreement's objectives are being met.
8. To act responsibly and professionally in relating to clients and other professionals and maintaining appropriate conduct.
9. To engage actively in protecting the rights of clients including the right to confidentiality.
10. To become familiar with and function within the established policies and procedures of the agency.
11. To conduct his or her practice with clients within the guidelines established by supervisory personnel (Agency Field Instructor, Faculty Field Liaison, Coordinator of Field Education and relevant agency personnel).
12. To communicate to the Faculty Field Liaison and the Agency Field Instructor any problems arising in the practicum experience, and to assist in resolving the difficulty.
13. To communicate to the Faculty Field Liaison and the Agency Field Instructor areas in which the student desires learning opportunities, both within and outside of the host agency.
14. To give adequate notification of absence prior to not reporting for practicum and to make appropriate arrangements, in conjunction with the Agency Field Instructor for adequate coverage of responsibilities.
15. To establish a plan for making up an absence from practicum.

Responsibilities of the Coordinator of Field Education

1. To develop and approve all placement settings and Agency Field Instructor in accordance with the established criteria.
2. To make final decisions regarding the assignment of placements after having given due consideration to the individual student's preferences and educational needs.
3. Design and plan learning experiences and assignments required of all students in the practicum.
4. To act as a liaison with the Social Work Program, the Agency Field Instructors, and other relevant agency personnel.
5. To establish and maintain effective communications with the Agency Field Instructors Supervisor and other relevant agency personnel in order to prevent or resolve problem areas related to field practicum.
6. To resolve problems that may arise with individuals in the practicum and to refer irreconcilable difficulties to the practicum Grievance Procedure.
7. To recommend modifications in structure and function in the practicum, as these are required, to the social work faculty.
8. To plan and coordinate instructional workshops for Agency Field Instructors and other relevant agency personnel.
9. To assume a leadership role with the social work faculty to ensure that the Social Work Program fulfills its responsibilities in regard to the field practicum.
10. To initiate and supervise the application process for field practicum experiences each semester.
11. To coordinate the liability insurance coverage for students in the Field

Responsibilities of the Field Faculty Liaison

1. To represent the Social Work Program in formulating the Learning Agreement and to be responsible for fulfilling the Social Work Program's obligations as specified in the agreement.
2. To supervise, in conjunction with the Agency Field Instructor, the student's learning experiences in the practicum.
3. To work with the Agency Field Instructor and student to develop learning opportunities specifically related to the student's Learning Agreement.
4. To assist the Agency Field Supervisor and student in identifying specific educational needs of the student and implementing learning experiences to address these needs.
5. To assist the student in developing learning experiences that will fulfill the requirements of the Learning

Agreement.

6. To review periodically the student's learning objectives and to assist in making any necessary revisions.
7. To consult at regular intervals with the Agency Field Instructor and the student regarding the student's progress in the practicum.
8. To identify and assist in resolving problems arising in the practicum.
9. To ensure that each student is assigned specific clients for whom he or she will bear primary responsibility under the supervision of the Agency Field Instructor.
10. To recommend to the Coordinator of Field Education that the procedures of the Professional and Academic Standards Committee be utilized when these procedures are deemed necessary.
11. To conduct the Field Seminar and maintain/grade all assignments required in the syllabus.
12. To assign a course grade S/U to the student and consult with the Coordinator of Field Education any unsatisfactory grade after having given due consideration to all of the information available regarding the student's performance.

Responsibilities of the Social Work Program

1. To establish the philosophy, policies, procedures, and desired educational outcomes for the practicum experiences.
2. To establish criteria for the selection of agencies and Agency Field Instructors for the field practicum.
3. To ensure that the policy of non-discrimination on the basis of race, color, age, sex, religion, gender, national origin, educationally-unrelated or service delivery-unrelated handicap is enforced in the assignment of field placements.
4. To evaluate and revise as necessary the structure and function of the field practicum experience so that the practicum is integrated with the total curriculum and effectively contributes to the professional education of the student.
5. To assist students, the Agency Field Instructors and the Faculty Field Liaison to enhance the student's practicum experiences through providing consultation and supplemental learning materials.
6. To establish procedures whereby the Agency Field Instructors and other relevant agency personnel can contribute to the development and improvement of the practicum as a curriculum area including periodic evaluation.
7. To maintain benchmarks and other forms of program evaluation.

Responsibilities of the Agency Field Instructor

1. To become adequately knowledgeable of the philosophy, objectives, and goals of the Social Work Program and the generalist approach to practice in order to provide educational supervision to the student. Agency Field Supervisors are expected to attend the Social Work Program's conferences and workshops relating to practicum.
2. Attend field educator training sessions on the goals of the Social Work Department, the Curriculum Policy Statement, the [NASW Code of Ethics](#), supervision, and student evaluation.
3. Provide student with orientation to the agency, including information on safety protocol, HIPPA regulations, and other regulations specific to the agency.
4. To provide continuing supervision to the student and to consult with the Field Faculty Liaison in regard to the student's field work.
5. To assist in the preparation of the student's Learning Agreement and to assist in making any necessary revisions.
6. To assist the student in developing learning experiences that will fulfill the requirements of the student's Learning Agreement.
7. To work with the Faculty Field Liaison to address any special needs, problems, or concerns of the student.
8. To assign, in cooperation with appropriate agency personnel, a specific case and agency assignments for which the student primarily will be responsible. The assigned case and responsibilities should permit the student to utilize various methods, modes, and levels of intervention including micro, mezzo, and macro.
9. To conduct structured supervisory sessions with the student at least one hour per week.
10. To collaborate with the student and Faculty Field Liaison in the evaluation of the student's performance in the practicum.
11. To instruct the student concerning the function and operation of the agency and its relation to the total social service delivery system.
12. To identify and assist in resolving problems arising in the practicum.
13. To enlist the aid of other qualified professionals in contributing to the education of the student.

Responsibilities of the Agency

1. To determine, in cooperation with the educational institution, a specific placement for the student. The assignment should provide a broad range of learning experiences.
2. To provide in agreement with the educational institution, a qualified staff member to serve as the Agency Field Instructor. The assignment of an Agency Field Instructor implies that the agency agrees to allow the staff member adequate time to devote to supervising the student, conferring with the Field Faculty Liaison, and attending instructional workshops conducted for Agency Field Instructors.
3. To accept and enforce a policy of nondiscrimination on the basis of race, color, age, sex, religion, gender, national origin, sexual orientation, culture, educationally-unrelated or service delivery unrelated handicap in accepting students for placement or clients for services, assigning tasks and responsibilities, establishing policies and procedures related to students and clients.
4. To allow the student to utilize the generalist approach in the delivery of services to his or her assigned case(s).
5. To permit the student to be assigned a specific case for which he or she will bear primary responsibility under the supervision of the Agency Field Instructor.
6. To permit the student to utilize information from his or her case(s) or agency (excluding identifying information) for case presentations and analysis.
7. To orient the student to the agency's policies, procedures, and services, as well as the general nature and needs of the agency's clientele.

Course Content of Field Practicum

Field Practicum I-SWK 493 Fall 2016

- I. Value Implications of the Role of Social Worker as Change Agent
 - A. Awareness of Value Perspectives/Conflicts
 - B. Duties and Standards that Guide Professional Helping Relationships
 - C. NASW Code of Ethics
 - D. Prioritizing Ethical Standards
 - E. At Risk Populations: Age, Class, Color, Culture, Disability, Ethnicity, Gender, Immigration Status, Race
 - F. Apply Principles and Professional Values to Engagement, Assessment and Intervention Planning
- II. Generalist Social Work Functions
 - A. Information and Referral
 - B. Short-Term Counseling
 - C. Mediation
 - D. Advocacy
 - E. Group Work
 - F. Case Management
 - G. Research
- III. Skills to Build Professional Relationships
 - A. Interviewing
 - 1. attending/listening skills
 - 2. use of self
 - 3. gathering information/probing
 - 4. empathy skills
 - 5. picking up on verbal and nonverbal cues
- IV. Communicate and Plan Effectively with Diverse Client Systems
 - A. Build and Define Worker-Client Relationships Based on a Strengths/Empowerment Perspective
 - B. Apply Differential Communication Skills Based on Client Systems' Different Life Experiences
 - C. Methods of Differential Assessment
 - D. Collaborate with Client System to Identify Goals, Objectives, and Methods to Evaluate Progress toward Intended Outcomes
- V. Content of Assessment
 - A. Identifying Information about Client and Family: Client is Key Informant about Facts and his/her Frame of Reference
 - B. Cultural, Economic, Social, and Physical Environments
 - C. Problem Definition
 - D. Client and Family System Strengths
 - E. Client and Family System Needs
 - F. Beginning Goals
 - G. Defining and Gathering Baseline Data
- VI. Recognize and Circumvent Obstacles to Assessment and Planned Change
 - A. Levels at which Obstacles Surface; Resistances to Change
 - B. System Strengths and Motivating Factors

- C. Worker-Client Relationship Dynamics - The Possible Impact of Differences Between Worker and Client
 - D. Involuntary Clients
- VII. Plan and Implement Change Strategies Guided by Theory, Scientific Evidence and Practice Wisdom
- A. Social Science Theories of Development
 - B. Empirically-Supported Interventions and Approaches Valued from Practice Wisdom
- VIII. Generalist Practice Concepts
- A. Development Stages
 - B. Person in Environment
 - C. Biopsychosocial/Spiritual
 - D. Systems
 - E. Strengths/Resiliency
 - Special Issues
 - A. Sensitivity to Trauma in Assessment
 - B. Family Assessment
 - C. Crisis
- IX. Monitoring, Evaluating, and Reporting about Interventions
- A. Assessment Report
 - B. Goal and Intervention Plan
 - C. Progress Notes
- X. The Social Work Agency
- A. History
 - B. Organization
 - C. Funding
 - D. Clients Served
 - E. Agency Networks or Coalitions
 - F. Agency Policies and Procedures
 - G. Ways to Analyze, Plan, and Advocate to Improve Quality of Service Delivery
 - H. Staying Current on Societal Trends Impacting Clients

Field Practicum II-SWK 494 Spring 2017

- I. Personal and Professional Development Skills
 - A. Use of Self
 - B. Evaluation of Self
 - C. Application Strategies
 - D. Creating a Five-Year Professional Development Plan
 - E. Using Supervision and Consultation
- II. Future Professional Preparation and Development
 - A. Applying to Graduate School
 - B. Professional Job Searching
 - C. Staying Current on Changing Locales, Populations, Scientific and Technological Developments Which Can Impact Service Needs and Delivery

- D. Joining Professional Organizations
- III. Research and Practice
- A. Evidence Based Research Articles
 - B. Practice Wisdom from Field Agencies
 - C. Resources for Evidence-Based Interventions
 - 1. professional journals
 - 2. online resources
 - 3. case studies
- IV. Written Reports
- A. Goal and Intervention Plan
 - B. Progress Notes
 - C. Evaluation Report
 - D. Termination Report
 - E. Follow-up Report
- V. Analyzing Obstacles to Planned Change and Employing Strategies to Overcome Them
- A. Resistances to Change
 - B. System Strengths and Motivating Factors
 - C. Worker-Client Relationship Dynamics
 - D. Involuntary Clients
- VI. Generalist Practice Concepts
- A. Social Learning Theory
 - B. Cognitive Behavioral/Dialectical Behavioral
 - C. Stages of Change/Motivational Interviewing
 - D. Solution Focused
 - E. Mindfulness
 - F. Strengths/Resiliency
- Special Issues
- A. Integrative Approach
 - Gesalt
 - Person Centered
 - Feminist
 - Existential
 - B. Sensitivity to Trauma
 - C. Family
- VII. Evaluate the Change Process and Outcomes
- A. Employ Evaluation Measurements During the Change Process
 - B. Evaluate Progress Toward Goals
 - C. Use Evaluation Findings to Inform Practice
 - D. Collaborate with Client System to Evaluate Progress Toward Outcomes
- VIII. Terminate Worker-Client Relationships
- A. Types of Termination
 - B. Emotional Response During Termination
 - C. Anticipatory Guidance, Follow-Up, and Maintenance of Gains

- IX. Social Action and Advocacy
 - A. Political Activism at the Agency Level
 - B. Social and Economic Justice
 - C. UN Declaration of Human Rights
 - D. Locating Advocacy Groups
 - E. Online Worldwide Advocacy Groups

Program Evaluation of Field Practicum

Student Evaluation of Practicum Experience

The student is expected to participate in the evaluation of the practicum experience and will complete both a qualitative and quantitative evaluation at the end of the semester. This information has been useful to help shape the content and structure of field over time.

Field Faculty Liaison Evaluation of Field Agency and Supervisor

A Faculty Evaluation of Field Agency and Supervisor are completed for every practicum placement. This evaluation includes: (1) recommendations for considering this agency and its' supervisors, (2) degree of experience recommended for the student to have before the placement begins, (3) areas of experience that the agency offers, (4) learning opportunities afforded by the agency, (5) practice opportunities with specified systems, and (6) additional advice for placing students with the agency.

Agency Field Instructor Evaluation/Recommendations

An Agency Field Instructor Evaluation/Recommendations form is completed by every agency supervisor to assist the social work department in identifying programmatic and learning needs as well as strengthen the field experience for the agency and student. This evaluation covers the following: (1) whether the student(s) come to the agency with a sufficient core of knowledge and skills including what areas the student was lacking and what areas the student was well prepared, (2) suggestions for improving the practicum, (3) willingness to accept future practicum students, (4) and strengths of the agency experience that enhance student learning.

APPENDIX A

SUNY BUFFALO STATE SOCIAL WORK DEPARTMENT FIELD PRACTICUM APPLICATION SWK 493-SWK 494

NAME _____

CURRENT ADDRESS: _____

HOME PHONE: _____ CELL PHONE: _____

BUFFALO STATE E-MAIL ADDRESS: _____

IF YOU'RE SUMMER ADDRESS IF DIFFERENT FROM ABOVE, PLEASE PROVIDE:

ADDRESS: _____
(Street) (City/State/Zip Code)

I. ELIGIBILITY CHECK

I have completed all the prerequisite courses (See Handbook for Social Work Students) and I am eligible to enroll in the field instruction (see your faculty advisor to insure your eligibility and/or review your degree works):

YES _____ NO _____

My overall GPA is presently _____ (needs to be 2.5 or higher)

My GPA in Social Work is _____ (needs to be 2.5 or higher)

II. CONSIDERATIONS FOR TRANSPORTATION

Check all that are accurate:

_____ I have a valid driver's license.

_____ I have access to a car and plan to drive to my field placement site.

_____ I would prefer to travel within the Buffalo area for my field placement.

_____ I would be willing, if necessary, to travel 15 miles or more to my field placement site. (Ex: North Tonawanda or Niagara Falls)

_____ I do not have access to a car and plan to use public transportation to and from my field placement site.

III. INTERVIEWING A STUDENT WHO IS IN FIELD FOR 2014-2015 SCHOOL YEAR.

Interview a social work student who is enrolled in Field Instruction and ask him/her the questions that follow. This interview is intended to help you prepare in advance for the field experience.

1. Who is the senior that you interviewed? Where is their field placement?
2. What do you wish you had known before you began your field placement? How and where would you have gotten that information?
3. What suggestions do you have for me to prepare for the field placement interview(s) with the potential agency?

Please complete this sentence: **After talking with the senior in placement and in order to get ready for the field placement experience, I plan to do the following:**

IV. REFLECTION ON COMFORT LEVELS IN VARIOUS SOCIAL WORK SETTINGS

Following are numerous social work settings. Using the following scale, rate your comfort level and reflect on your rating:

1: VERY COMFORTABLE 2: SOMEWHAT COMFORTABLE 3: COMFORTABLE
4: SOMEWHAT UNCOMFORTABLE 5: VERY UNCOMFORTABLE

- | | |
|--|-------|
| 01. A child protection program | _____ |
| 02. A foster care agency | _____ |
| 03. A school social work program | _____ |
| 04. A residential program for children/youth | _____ |
| 05. A treatment program for children/youth | _____ |
| 06. An agency serving children and families | _____ |

- 07. A needle exchange program _____
- 08. A substance abuse/alcohol abuse program _____
- 09. A day hospital for individuals living with mental illness _____
- 10. A crisis hotline that provides a variety of social work support _____
- 11. An agency that provides outpatient mental health _____
- 12. A program that supports immigrants and refugees _____
- 13. A shelter for people that are homeless _____
- 14. A domestic violence shelter _____
- 15. A hospice program _____
- 16. A program that works with HIV/AIDS residents/patients _____
- 17. A hospital setting working with patients and their supports _____
- 18. A legislative office _____
- 19. A local coalition working on justice and peace issues _____
- 20. An advocacy program that supports _____
- 21. A nursing home setting for older adults _____
- 22. A day treatment program for older adults _____
- 23. Older adult protective services _____
- 24. An agency serving a population not discussed above _____
- 25. Other, please specify _____

V. PRACTICUM SITES OF INTEREST

1. After reviewing your ratings and upon reflection, list all the general possible placement settings you wish to explore with the Coordinator of Field Education. Is there a specific agency that you are interested in for field practicum? If so, what agency? Why?

VI. TEMPERAMENT & LEARNING STYLE

Complete the free online Keirseley Temperament Sorter. (www.Keirseley.com) Print out the page to include with your field application. Read the characteristics that are frequently association with this temperament.

1. Describe how this description “fit” you and/or doesn’t fit your perception of yourself.

2. What are your strengths related to this temperament? What are your opportunities for growth?

3. What is the most effective way that you learn? Ex: By watching and modeling others, by listening to others talk about their work, by jumping in and learning from your mistakes, etc? How does it help you?

4. What experience/skills/ and/or interests do you have that set you apart from other candidates for this practicum slot?

5. Are there any additional thoughts that you want shared with your potential field instructor?

VII. INFORMATION NEEDED AND/OR QUESTIONS FOR THE COORDINATOR OF FIELD EDUCATION

Soon you will be meeting with the Coordinator of Field Practicum to jointly select a field placement site. At this meeting, what questions do you want to ask? Do you have any personal concerns you wish to share? Do you have any special needs that should be discussed?

VIII. RESUME

I understand that two copies of my up-to-date resume must be turned in with this completed application in order for me to proceed with placement procedures.

YES _____ NO _____

IX. SECURITY CHECK

All agencies in New York State are required to have new employees and interns complete an online Criminal History Background Checks (CBC) and Statewide Central Registry (SCR) through the New York State Justice Center. (<http://www.justicecenter.ny.gov/>) If you are concerned about a security check, you are strongly advised to discuss your concern with the Coordinator of Field Education, who can advise you in dealing with this issue.

X. MEDICAL CHECK

Regarding health matters, some agencies may require a physical examination and specific immunizations. It is suggested that students update their tetanus, TB testing, and consider immunization for hepatitis.

XI. SPECIAL NEEDS

Do you have any special needs that may require a reasonable accommodation in order to participate in the field practicum?

YES _____ NO _____

If yes, please indicate the special needs.

If yes, are your special needs and/or disabilities officially documented with the Office of Disability Services?

YES _____ NO _____

XII. SIGNATURES

1. I have read the Field Education Social Work Manual 2014-2015 and if I have any questions, I will bring them up with the Coordinator of Field Education.

Signature _____

Date _____

2. I give permission to the Coordinator of Field Education to share information found in this application with field placement sites in order to facilitate an appropriate placement. No information about criminal history background or special needs will be shared unless I give specific permission to do so.

Signature _____

Date _____

3. I certify that I have read and fully completed this Field Education Application and the information contained herein is correct to the best of my knowledge. I understand that any false information can lead to a referral to the Professional Academics Performance Standards Committee for the Social Work Department to review the implications of professional social work practice.

Signature _____

Date _____

Note: Some of the questions asked in this application have been adapted from exercises found in The Practicum Companion for Social Work: Integrating the Class and Fieldwork (3rd ed.) by J.M. Birkenmaier and M.Berg-Weger (MA: Pearson Higher Education Inc. publishing as Allyn & Bacon 2011).

APPENDIX B

SUNY Buffalo State Social Work Field Practicum Interview Rubric

Name: _____

Criteria	Excellent (4pts.)	Proficient (3 pts.)	Devel. Prof. (2 pts.)	Unacceptable (1 pt.)
Listening <i>Did the interviewee answer the question that was presented?</i>	Answer reflected an explicit understanding of the question;	Answer reflected a general understanding of the question; May have missed a detail;	Answer reflected a partial understanding of the question;	Answer did not reflect an understanding of the question <u>or</u> answered an unasked question;
Speaking <i>Did the interviewee speak in an articulate manner and integrate professional language?</i>	Spoke clearly and articulately; Was confident in knowledge; Integrated professional language throughout the response; No "um's, uh's, er's" etc."	Spoke articulately most of the time; Used general words at times instead of details; Integrated a good amount of professional language throughout response; Some "um's, uh's, er's";	Spoke in a somewhat nervous manner; Lacked confidence in knowledge; Sketchy use of professional language; Many "um's, uh's, er's, etc.";	Nervous; Incomplete thoughts, Not articulate; No use of professional language; Response riddled with "um's, uh's, er's, etc.";
Integrating <i>Did the interviewee integrate knowledge, content and experiences?</i>	Fully integrated knowledge, content and experiences in an organized, accurate and detailed manner; Engaged listener with unique answers;	Integrated knowledge, content or experiences in a generally organized and accurate manner; Invited response from the listener;	Integrated some knowledge, content or experiences; Response was somewhat rambling or missing details; Listener needed to clarify responses;	Failed to integrate knowledge, content or experiences; Inaccurate and/or incomplete responses; Listener was confused;
Expressing <i>Did the interviewee express opinions in a tactful and mature manner?</i>	Recognized that opinions might be at odds with listener's; Identified that it was own opinion; Expressed opinions in a highly tactful and mature manner;	Did not recognize that opinions might be at odds with listener's; Identified that response was own opinion; Expressed opinions in a generally tactful manner;	Did not recognize that opinions might be at odds with listener's; Did not identify that response was own opinion; Expressed opinions in an open, but unprofessional manner;	Did not recognize that opinions might be at odds with listener's; Did not identify that response was own opinion; Expressed opinions in a biased, or inappropriate manner;
Body Language <i>Did the interviewee's body language convey interest and facilitate the responses?</i>	Body language conveyed eagerness to respond; Sat in upright and alert manner; Seemed natural and at ease;	Body language conveyed interest in responding; Sat in an upright manner; Seemed fairly natural most of the time;	Body language was difficult to interpret (Too nervous and/or too casual); Sat upright at times, but slouched at others; Extraneous movements detracted from response;	Body language conveyed disinterest and/or extreme nervousness; Slouched or moved nervously throughout the interview;
Gestures <i>Did the student's gestures seem natural and facilitate the responses?</i>	Gestures fully facilitated and enhanced the responses; Hand and facial movements were natural, timed effectively and emphasized key points;	Gestures were appropriate and added to effectiveness of the response; Hand and facial movements were generally natural and timed to emphasize key points;	Gestures were somewhat limited, unnatural and/or stiff; Hand and/or facial movements were timed inappropriately or were distracting;	Gestures were not evident or were exceptionally distracting to the listener;
Eye Contact <i>Did the interviewee's eye contact seem natural and facilitate the responses?</i>	Sustained, appropriate and natural eye contact; Conveyed interest in the topic <u>and</u> the listener; Showed confidence in interacting with the listener;	Appropriate, fairly consistent and natural eye contact; Generally conveyed interest in the topic and listener; Showed generally good levels of confidence in interacting with listener;	Intermittent or inconsistent eye contact; Conveyed non-interest in the topic and/or listener; Did not seem confident of interactions with the listener;	Limited or no eye contact; Seemed disengaged with topic and/or listener;

<p>Professional Dress <i>Did the interviewee dress in a professional manner?</i></p>	<p>Dressed in a highly professional manner (suit, sport coat, tie, dress); Neat and well-groomed;</p>	<p>Dressed in a professional manner (skirt/blouse, dress pants/blouse, shirt and tie); Generally neat and well-groomed;</p>	<p>Dressed in a casual, but not necessarily professional manner (Revealing blouse, open collar/no tie); Fairly neat;</p>	<p>Dress was inappropriate and/or unkempt;</p>
---	---	---	--	--

Total: _____ **Excellent** (28-32 pts.) **Proficient** (21-27 pts.) **Developing Proficiency** (15-20 pts.) **Unacceptable** (0-14 pts.)

APPENDIX C

SUNY Buffalo State Social Work Proposal for Employment Based Field Practicum

Semester/Year	
Student Name	
Student contact information:	Mobile phone: Work/other phones: Email:
Student Address, City/State/Zip	
Agency name	
Agency Address, City/State/Zip	
Agency Field Instructor Name	
Agency Field Instructor Contact Information	Mobile phone: Work phone/ext: Email
Employment Supervisor Name	
Employment Supervisor Contact Information	
Practicum (Circle)	

I. Current employment responsibilities - Specify roles, tasks and activities.

II. Proposed practicum roles and tasks - Specify roles that will produce new, social work generalist practice learning.

III. Schedule Information - Complete the following schedule information:

Work Schedule:

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

Practicum Schedule:

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

Practicum Start Date: _____

Practicum Ending Date: _____

Total Number of Practicum Hours: _____

IV. Outcome for Place of Employment Practicum - Describe the outcome product that will be completed during this practicum. Be specific regarding the product, time frame, use, etc.

Student

Date

Employment Supervisor

Date

Agency Field Instructor

Date

Coordinator of Field Education

Date

Developed by:

Saint Louis University
School of Social Work
3550 Lindell Boulevard
St. Louis, Mo. 63103

Permission to use by Professor Pamela J. Huggins, LCSW-Associate Clinical Professor

APPENDIX D
SUNY Buffalo State Social Work Department
Field Agency Interview – Confirmation Sheet

To Be Completed By Student (Please Print)



_____	_____	_____
Student Name	Phone #	
	_____	_____
	Email	Mailing Address

1

To Be Completed By Agency Representative (Please Print)



_____	_____	_____
Name of Agency Representative	Agency Name	
	_____	_____
	E-mail address for Agency Rep	Agency Address/Phone Number

2

----- **OUTCOME of INTERVIEW** (Please check appropriate response below) -----

STUDENT INPUT	
<input type="checkbox"/> I accept this placement opportunity <input type="checkbox"/> I decline this placement opportunity <input type="checkbox"/> I request to discuss this placement opportunity with the Field Coordinator before making my decision	
_____	_____
Student Signature	Date

AGENCY REPRESENTATIVE INPUT	
<input type="checkbox"/> We accept this student for field placement with our agency <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 5px;"> _____ _____ □ </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 5px;"> Starting Date Name of Field Educator To be determined </div> <input type="checkbox"/> We decline to accept this student for placement with our agency <input type="checkbox"/> We request to discuss this placement opportunity with the Field Coordinator before making our decision	
_____	_____
Representative Signature	Date

3

APPENDIX E

SUNY BUFFALO STATE COLLEGE SOCIAL WORK DEPARTMENT FIELD PRACTICUM AGENCY PROFILE FORM

Field Practicum Agency:		Agency Program:	
Phone #: ()	Fax #: ()		
Address:	City	Zip Code:	
Agency Website:			
Social Work Field Instructor:	SW FI Email:		
	SW FI Phone #:		
Task Manager (Another bachelor degreed professional that will supervise the student):	TM Email:		
What degree does TM have?	TM Phone #:		
Auspice of Agency: (check all that apply)		Primary Sources of Funding for Agency:	
<input type="checkbox"/> Public organization <input type="checkbox"/> Non-profit organization <input type="checkbox"/> For-profit organization <input type="checkbox"/> Other _____	<input type="checkbox"/> Private <input type="checkbox"/> Public <input type="checkbox"/> Fees/Insurance <input type="checkbox"/> Private Grants Contracts <input type="checkbox"/> Public/Grants Contracts		

1) Field of Service Delivery for agency (check or highlight top three):

- | | |
|--|--|
| <input type="checkbox"/> Advocacy
<input type="checkbox"/> Adoption/ Foster Care
<input type="checkbox"/> Aging/Gerontology
<input type="checkbox"/> Animal/Human Connection
<input type="checkbox"/> Behavioral Health In-Pt
<input type="checkbox"/> Behavioral Health Out-Pt
<input type="checkbox"/> Child Protective Services
<input type="checkbox"/> Child Welfare Residential
<input type="checkbox"/> Crisis Response Services
<input type="checkbox"/> Disability Resources
<input type="checkbox"/> Domestic Violence
<input type="checkbox"/> Early Childhood Development
<input type="checkbox"/> Family/Children's Services
<input type="checkbox"/> Forensic Services
<input type="checkbox"/> GLBTQ
<input type="checkbox"/> Health Care/Medical
<input type="checkbox"/> Homeless Outreach
<input type="checkbox"/> Hospice - Palliative Care
<input type="checkbox"/> Human Rights
<input type="checkbox"/> Immigration Services
<input type="checkbox"/> Policy Practice
<input type="checkbox"/> Parenting Services | <input type="checkbox"/> Relapse Prevention
<input type="checkbox"/> School-based Social Services
<input type="checkbox"/> Substance Abuse Treatment
<input type="checkbox"/> Veteran's Services
<input type="checkbox"/> Other: _____ |
|--|--|

2) Potential Social Work Internship Roles/Strategies available in Agency (check or highlight top three):

- Enabler role-counseling strategies
- Facilitator role-organizational strategies
- Planner role-research and planning strategies
- Colleague and monitor role-professional acculturation strategies
- Broker and advocate role-case management strategies
- Convener and mediator role-networking strategies
- Activist role-social action strategies
- Catalyst role-community service and policy strategies
- Teacher role-information processing strategies
- Trainer role-training strategies
- Outreach role-community education strategies
- Researcher role-knowledge development strategies
- Other

3) Training & Policy-Training and Orientation: Do you have a plan for training/orientation that includes:

- Safety Policies/Procedures/Injury & illness Prevention Plan
-

- Confidentiality
- Site and Clientele Overview
- Emergencies
- Mandatory Reporting on abuse/neglect
- Harassment of staff/interns/clients
- Background check, specify _____

What training is specific to your agency/program?

Does your agency provide this training? Yes No (Specify/add sheet if necessary)

4) Availability of Internship Hours:

- Traditional Hours (M-F 8am-5pm)
- Evening Hours: _____
- Weekend Days (Sat/Sun)
- Evenings and Weekends
- Special Accommodations Available: _____

5) Transportation:

- Student needs own vehicle
- Student will travel between sites
- Mileage reimbursed

6) Language Preference:

- English
- Spanish
- Sign Language 50% 75% 100%
- Other: _____ 50% 75% 100%
- Preferred, but not required.

7) Please attach a job description of what an intern will do in this program. Please note that you can create a description based on a role or multiple roles in the agency. For example, you may use a home visitor job description as that will be the main function of the intern in your agency. Some descriptions have included information from a couple of roles in the agency (case manager, data entry for client records, and receptionist). Utilize the people who will support an intern in the program to develop a good description for an intern. (You can attach a different word document or cut and paste the information below.)

APPENDIX F

**SUNY BUFFALO STATE
SOCIAL WORK DEPARTMENT**

AGENCY FIELD INSTRUCTOR PROFILE

Name _____ Telephone _____
Address _____ Zip _____

Email address _____

EDUCATION

Please attach copy of highest degree.

Institution	Degree	Dates

EMPLOYMENT

Employer _____

Agency _____ Director _____

Address _____ Zip _____

Title _____ MM/YY of Employment _____

Areas of Responsibility _____

PREVIOUS WORK EXPERIENCE
(last three or most relevant to social work)

Employer	Position	Dates

SUPERVISORY EXPERIENCE

Agency	Dates	Responsible for how many?	<u>Note Level</u> Student, Worker, Aid, Volunteer

MEMBERSHIP IN COMMUNITY ORGANIZATIONS

Name of Organization	Positions Held	Dates

HONORS, AWARDS, PUBLICATIONS

APPENDIX G-a

BSC SW Field Practicum Learning Agreement-Fall 2016

- Student:** 1) Check the box (es) that reflect the **Anticipated Learning Process** for addressing each practice behavior. **Typically, each practice behavior will have more than one box checked to represent a process of learning.**
- 2) Check the box that indicates in which semester each practice behavior will be addressed
- 3) In the last box under each competency, please identify two anticipated tasks or assignments you will complete over the semester.

Name of Intern: _____ Name of Field Instructor: _____

Field Placement Agency _____ Date of completion: _____

CSWE Competencies and Associated Practice Behaviors											
Anticipated Learning Process						Anticipated Learning Process Scale				Indicate semester practice behavior will be addressed 1 st = Semester 2 nd = Semester	
1	2	3	4	5	6	1 = Simulation (link) interaction/project	2 = Shadow during client/system interactions interaction/project	3 = Process in supervision sessions	4 = Share responsibility for parts of an		5 = Assume full leadership for some/all of
Competency #1: Demonstrate ethical and professional behavior.											
						1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant to laws and regulations, models for ethical decision making, and additional code of ethics as appropriate to context.				1 st <input type="checkbox"/>	
						2. Use reflection and self –regulation to manage personal values and maintain professionalism in practice situations.				1 st <input type="checkbox"/>	
						3. Demonstrate professional demeanor in behavior, appearance; and oral, written, and electronic communication.				1 st <input type="checkbox"/>	
						4. Use of supervision and consultation to guide professional judgement and behavior.				1 st <input type="checkbox"/>	

Competency #2: Engage diversity and difference in practice.						
					5. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	1 st <input type="checkbox"/>
					6. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	1 st <input type="checkbox"/>
					7. Apply self-awareness and self-regulate to manage the influence of personal biases and values working with diverse clients and constituencies.	1 st <input type="checkbox"/>
Competency #3: Advance human rights and social and economic justice. Spring 2017						
Competency #4: Engage in practice informed research and research informed practice. Spring 2017						
Competency #5: Engage in policy practice.						
					8. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1 st <input type="checkbox"/>
					9. Assess how social welfare and economic policies impact the delivery of and access to social services.	1 st <input type="checkbox"/>
					10. Critically analyze and promote policies that advance human rights and social and economic justice.	1 st <input type="checkbox"/>
Competency #6: Engage with individuals, families, groups, organizations, and communities.						
					11. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary frameworks to engage with clients and constituencies	1 st <input type="checkbox"/>
					12. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1 st <input type="checkbox"/>
Competency #7: Assess individuals, families, groups, organizations, and communities.						
					13. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	1 st <input type="checkbox"/>
					14. Apply knowledge behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in analysis of assessment data from clients and constituencies.	1 st <input type="checkbox"/>

						15. Develop mutually agreed on interventions goals and objectives based on critical assessment of strengths, needs, and challenges within clients and constituencies.	1 st <input type="checkbox"/>
						16. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1 st <input type="checkbox"/>
Competency #8: Intervene with individuals, families, groups, organizations, and communities. Spring 2017							
Competency #9: Evaluation with individuals, families, groups, organizations, and communities. Spring 2017							

Intern's Signature: _____ Date: _____

Field Instructor's Signature: _____ Date: _____

Faculty Liaison's Signature: _____ Date: _____

APPENDIX G-b

BS SW Field Practicum Learning Agreement-Spring 2017

- Student:** 1) Check the box (es) that reflect the **Anticipated Learning Process** for addressing each practice behavior. **Typically, each practice behavior will have more than one box checked to represent a process of learning.**
- 2) Check the box that indicates in which semester each practice behavior will be addressed
- 3) In the last box under each competency, please identify two anticipated tasks or assignments you will complete over the semester.

Name of Intern: _____ Name of Field Instructor: _____

Field Placement Agency _____ Date of completion: _____

CSWE Competencies and Associated Practice Behaviors											
Anticipated Learning Process						Anticipated Learning Process Scale				Indicate semester practice behavior will be addressed 1 st = Semester 2 nd = Semester	
1	2	3	4	5	6	1 = Simulation (link) interaction/project	2 = Shadow during client/system interactions interaction/project	3 = Process in supervision sessions	4 = Share responsibility for parts of an		5 = Assume full leadership for some/all of
Competency #1: Demonstrate ethical and professional behavior.											
						1. Use technology ethically and appropriately to facilitate outcomes.				2 nd <input type="checkbox"/>	
Competency #2: Engage diversity and difference in practice. Fall 2016											
Competency #3: Advance human rights and social and economic justice.											
						2. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the				2 nd <input type="checkbox"/>	

						individual and system levels.	
						3. Engage in practices that advance social, economic, and environmental justice.	2 nd <input type="checkbox"/>
Competency #4: Engage in practice informed research and research informed practice.							
						4. Use practice experience to inform scientific inquiry and research.	2 nd <input type="checkbox"/>
						5. Apply critical thinking to engage critical analysis of quantitative and qualitative research methods and research findings.	2 nd <input type="checkbox"/>
						6. Use and translate research findings to inform and improve practice, policy, and service delivery.	2 nd <input type="checkbox"/>
Competency #5: Engage in policy practice. Fall 2016							
Competency #6: Engage with individuals, families, groups, organizations, and communities. Fall 2016							
Competency #7: Assess individuals, families, groups, organizations, and communities. Fall 2016							
Competency #8: Intervene with individuals, families, groups, organizations, and communities.							
						7. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	2 nd <input type="checkbox"/>
						8. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	2 nd <input type="checkbox"/>
						9. Use inter-professional collaboration as appropriate achieve beneficial practice outcomes.	2 nd <input type="checkbox"/>
						10. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	2 nd <input type="checkbox"/>
						11. Facilitate effective transitions and ending that advance mutually agreed on goals.	2 nd <input type="checkbox"/>

Competency #9: Evaluation with individuals, families, groups, organizations, and communities						
					12. Select and use appropriate methods for evaluation of outcomes.	2 nd <input type="checkbox"/>
					13. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in evaluation of outcomes.	2 nd <input type="checkbox"/>
					14. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	2 nd <input type="checkbox"/>
					15. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	2 nd <input type="checkbox"/>

Intern's Signature: _____ Date: _____

Field Instructor's Signature: _____ Date: _____

Faculty Liaison's Signature: _____ Date: _____

APPENDIX H-a
Field Practicum Evaluation Fall 2016
SUNY Buffalo State Department of Social Work

This evaluation is intended to give the intern feedback about his/her performance. The standard by which an intern is to be compared is that of an entry-level generalist social worker. The ten competencies are specified in this evaluation form are those established by the Council on Social Work Education, our national accrediting organization. Under each objective statement are several items you are asked to rate according to the following criteria:

1=Poor 2=Marginal 3=Satisfactory 4=Good 5=Outstanding

Comments are requested under each competency. Please discuss two tasks/assignments that were completed over the semester.

Intern's Name (print) _____ Date: _____

Competency 1: Demonstrate ethical and professional behavior.	1=Poor 2=Marginal 3=Satisfactory 4=Good 5=Outstanding
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant to laws and regulations, models for ethical decision making, and additional code of ethics as appropriate to context.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
3. Demonstrate professional demeanor in behavior, appearance; and oral, written and electronic communication.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
4. Use of supervision and consultation to guide professional judgement and behavior.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Completed tasks/assignments:	
Competency 2: Engage diversity and difference in practice.	
5. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
6. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
7. Apply self-awareness and self-regulate to manage the influence of personal biases and values working with diverse clients and constituencies.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Completed tasks/assignments:	
Competency 3: Advance human rights and social and economic justice. Spring 2017	

Competency 4: Engage in practice informed research and research informed practice. Spring 2017	1=Poor 2=Marginal 3=Satisfactory 4=Good 5=Outstanding
Competency 5: Engage in policy practice	
8. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
9. Assess how social welfare and economic policies impact the delivery of and access to social services.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
10. Critically analyze and promote policies that advance human rights and social and economic justice.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Completed tasks/assignments:

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

11. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary frameworks to engage with clients and constituencies.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
12. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Completed tasks/assignments:

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

13. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
14. Apply knowledge behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in analysis of assessment data from clients and constituencies.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
15. Develop mutually agreed on interventions goals and objectives based on critical assessment of strengths, needs, and challenges within clients and constituencies.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
16. Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of clients and constituencies.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Completed tasks/assignments:

Competency 8: Intervene with individuals, families, groups, organizations, and communities. Spring 2017

1=Poor 2=Marginal 3=Satisfactory
4=Good 5=Outstanding

Competency 9: Evaluate with individuals, families, groups, organizations, and communities. Spring 2017

Briefly summarize opportunities for growth as it relates to the intern’s fall semester.

Student has completed 210 hours of field work: YES NO

I recommend that the student return for the spring semester: YES NO
Why?

If "No", please explain:

Signature of Field Agency Instructor:

Print:

Date:

My Field Agency Instructor has discussed this evaluation with me: YES NO

I agree with this evaluation: YES NO

I have received a copy: YES NO

Date:

Student's signature:

Print:

Date:

Signature of Field Faculty Liaison:

Print:

Date:

If a student disagrees with the evaluation, a narrative statement specifying the reasons for disagreement should be submitted to the Agency Field Instructor, Field Faculty Liaison, and Coordinator of Field Education within seven days of the student evaluation conference.

APPENDIX H-b

Field Practicum Evaluation Spring 2017 SUNY Buffalo State Department of Social Work

This evaluation is intended to give the intern feedback about his/her performance. The standard by which an intern is to be compared is that of an entry-level generalist social worker. The ten competencies are specified in this evaluation form are those established by the Council on Social Work Education, our national accrediting organization. Under each objective statement are several items you are asked to rate according to the following criteria:

1=Poor 2=Marginal 3=Satisfactory 4=Good 5=Outstanding

Comments are requested under each competency. Please discuss two tasks/assignments that were completed over the semester.

Intern's Name (print) _____ Date: _____

Competency 1: Demonstrate ethical and professional behavior.	1=Poor 2=Marginal 3=Satisfactory 4=Good 5=Outstanding
1. Use technology ethically and appropriately to facilitate outcomes.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Completed tasks/assignments:	
Competency 2: Engage diversity and difference in practice. Fall 2016	
Competency 3: Advance human rights and social and economic justice.	
2. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
3. Engage in practices that advance social, economic, and environmental justice.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Completed tasks/assignments:	

Competency 4: Engage in practice informed research and research informed practice.	1=Poor 2=Marginal 3=Satisfactory 4=Good 5=Outstanding
4. Use practice experience to inform scientific inquiry and research.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
5. Apply critical thinking to engage critical analysis of quantitative and qualitative research methods and research findings.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
6. Use and translate research findings to inform and improve practice, policy, and service delivery.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Completed tasks/assignments:	
Competency 5: Engage in policy practice. Fall 2016	
Competency 6: Engage with individuals, families, groups, organizations and communities. Fall 2016	
Competency 7: Assess individuals, families, groups, organizations, and communities. Fall 2016	

Competency 8: Intervene with individuals, families, groups, organizations, and communities.	1=Poor 2=Marginal 3=Satisfactory 4=Good 5=Outstanding
--	--

7. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
8. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
9. Use inter-professional collaboration as appropriate achieve beneficial practice outcomes.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
10. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
11. Facilitate effective transitions and ending that advance mutually agreed on goals.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Completed tasks/assignments:

Competency 9: Evaluate with individuals, families, groups, organizations, and communities.

12. Select and use appropriate methods for evaluation of outcomes.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
13. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in evaluation of outcomes.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
14. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
15. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Completed tasks/assignments:

Briefly summarize opportunities for growth as it relates to the intern's spring semester.

Student has completed 210 hours of field work: YES NO

Signature of Field Agency Instructor:

Print:

Date:

My Field Agency Instructor has discussed this evaluation with me: YES NO

I agree with this evaluation: YES NO

I have received a copy: YES NO

Date:

Student's signature:

Print:

Date:

Signature of Field Faculty Liaison:

Print:

Date:

If a student disagrees with the evaluation, a narrative statement specifying the reasons for disagreement should be submitted to the Agency Field Instructor, Field Faculty Liaison, and Coordinator of Field Education within seven days of the student evaluation conference.

APPENDIX I

SUNY Career Development Organization Position Statement: Paid versus Unpaid Internships Impact of Fair Labor Standards Act on Internship Programs

The State University of New York Career Development Organization recommends that all SUNY campuses and internship partners review the U.S. Department of Labor's Fair Labor Standards Act to ensure compliance with federal law. Further information on this law's applicability to higher education programs can be found in the attached NACUANOTE (some of which has been incorporated into this position statement). According to the U.S. Department of Labor (DOL), an unpaid internship will not violate the Fair Labor Standards Act (FLSA) if it is a training program which meets the following criteria:

1. The training, even though it includes actual operations of the facilities of the employers, is similar to that which would be given in a vocational school.
2. The training is for the benefit of the student.
3. The student does not displace a regular employee, but works under the close observation of a regular employee or supervisor.
4. The employer provides the training and derives no immediate advantage from the activities of the student; and on occasion, the operations may actually be impeded by the training.
5. The student is not necessarily entitled to a job at the conclusion of the training period.
6. The employer and the student understand that the student is not entitled to wages for the time spent.

A student/intern not meeting all of the above criteria may be considered an employee covered by the FLSA, thus obligating the internship site to compensate that individual according to federal employment laws governing things like minimum wage and overtime. However, application of the FLSA to any particular program may be complicated and it is essential for internship sites to work closely with their own legal counsel to ensure compliance with applicable laws.

The third and fourth factors used by the DOL tend to cause the most problems for internship sites. Whether an intern displaces regular employees will largely depend on the level of responsibility assigned to the intern, the number of interns and the number of hours each intern works. Generally, the fewer the hours worked, the less likely it is that interns displace regular employees. Other important considerations when evaluating the third factor are the amount of supervision the interns require and the relative staffing levels when the interns are present or away. It stands to reason that if an employer must consistently assign employees to supervise interns, the interns are incapable of displacing those employees. Likewise, if staffing levels are constant regardless of the presence of interns, it is unlikely that those interns are impacting employment opportunities.

Properly understood, the fourth criterion does not necessarily prohibit the use of the intern's work product unless the product is both substantial and ready for use by the internship site without adaptation or assistance. The more an intern's work needs modification or revision, or involves collaboration between the intern and the internship site's personnel, the more it can be said that the site "derives no immediate benefit." Similarly, if the site or its staff must continuously supervise the intern, the benefits it will reap are not immediate.

For those of us in the public sector, the FLSA makes a special exception for individuals who volunteer to perform services for a state or local government agency and sometimes for religious, charitable, civic, or humanitarian non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. In the SUNY context, unpaid interns should be processed through human resources as volunteers. If they are paid anything, they must be paid at least minimum wage or only a stipend for expenses related to their internship such as transportation costs, meals, etc. It is, of course, always preferable to seek and offer paid internships, whether in the public or private sector.

National Association of Colleges and Employers Position Statement on Unpaid Internships

"The National Association of Colleges and Employers (NACE), representing more than 3,000 higher education institutions and employing organizations, recognizes the enormous value of internship programs to individual student participants and both the higher education and employer communities. We believe that the U.S Department of Labor criteria for assessing whether internships in the for-profit sector may be unpaid must be reviewed and further clarified to ensure they account for the incredible diversity of students, higher education institutions, and employing organizations involved in such programs. Further, all interns, regardless of their compensation, should enjoy similar, basic protections in the work setting consistent with all laws, ethical considerations, and sound business practices."

<http://www.naceweb.org/advocacy/position-statements/unpaid-internships.aspx>

Screening Guidelines for Internship Sites

Rochelle K. Kaplan, Legal Counsel, National Association of Colleges and Employers, has provided a quick review which may help internship sites determine if an unpaid internship is feasible. An internship site should be able to answer "yes" to at least half the following questions if an unpaid internship is being contemplated:

- Is the work that you are offering an integral part of the student's course of study?
- Will the student receive credit for the work or is the internship required for graduation?
- Does the student have to prepare a report of his/her experience and submit it to a faculty supervisor?

- Have you received a letter or some other form of written documentation from the school stating that the internship is approved/sponsored by the school as educationally relevant?
- Will the student perform work that other employees also perform, with the student doing the work for the purpose of learning and not necessarily performing a task for the employer?
- Is the student working and providing benefit to you less than 50 percent of the time and/or is the student in a shadowing/learning mode?
- Will you provide an opportunity for the individual to learn a skill, process, or other business function, or operate equipment?
- Is there educational value to the work performed, that is, is it related to the courses the person is taking in school?
- Is the individual supervised by one of your staff members?
- Is it clear that a job is not guaranteed upon completion of the training or completion of the person's schooling?

Source: Rochelle K. Kaplan, Legal Counsel, National Association of Colleges and Employers, 62 Highland Ave., Bethlehem, PA 18017, (800) 544-5272 Ext. 10

Guidelines for SUNY Career Offices

Career Offices should endeavor to screen internship postings for compliance with state and federal employment law. This does not mean that unpaid internships may not be posted – unpaid internships may still be posted and promoted to students. Career offices and internship coordinators should, however, consider screening out postings that clearly violate the FLSA. The information above should provide some insight as to whether or not an internship should be posted. The New York State DOL provides additional guidance specifically regarding the screening process for an internship program:

The screening process for the internship program is not the same as for employment, and does not appear to be for that purpose. The screening only uses criteria relevant for admission to an independent educational program. This helps to ensure that employers do not mix recruiting of employees and interns. These searches must run independently from one another. Educational institutions or other organizations should not consider employment-related factors when they place students with for-profit employers. They should only consider the needs of the student and the educational program. <http://www.labor.ny.gov/formsdocs/factsheets/pdfs/p725.pdf>

Risk management continues to impact a number of issues related to career development and employment. Career Offices and internship coordinators should continue to seek legal advice from SUNY's Office of General Counsel.

Submitted by SUNY Career Development Organization Ethics and Legal Concerns Committee in consultation with Seth F. Gilbertson, Associate Counsel, SUNY OGC
(1/8/14)

APPENDIX J



COUNCIL ON SOCIAL WORK EDUCATION

STRENGTHENING THE PROFESSION OF SOCIAL WORK

Leadership in Research, Career Advancement, and Education

1701 Duke Street, Suite 200, Alexandria, VA 22314 TEL 703.683.8080 FAX 703.683.8099 www.cswe.org

Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight

February 25, 2014

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act (<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>)

Over the last several months, interns at several for-profit companies (Fox Searchlight Pictures,

Harper's Bazaar, Warner Music Group, and Atlantic Records, to name a few) have filed suit for unfair labor practices. A few courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay interns for their work.

CSWE is aware that this has raised concern among some social work programs. A number of programs have heard from field site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work interns because they would be required by law to pay them.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.
- The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

Please note that the six criteria included in the DOL regulations must be well documented and defensible for unpaid internship positions. CSWE encourages all field coordinators and program directors to fully understand the Department of Labor fact sheet and share this information liberally with students and field site personnel.

APPENDIX K

**SUNY Buffalo State Social Work Department
Field Practicum Manual Acknowledgement Form**

I acknowledge I have read the entire SUNY Buffalo State Social Work Department

Field Practicum Manual.

Initial here

I understand I am responsible for the policies and procedures stipulated in the manual.

Initial here

If I have any questions, I will contact my Field Faculty Liaison or Coordinator of Field Education.

Initial here

Student Name (Print): _____

Student Signature: _____

Date: _____