



BUFFALO STATE
The State University of New York

Field Practicum Manual
Social Work Department

2021-2022

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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 practicum such as the National Association of Social Workers' (NASW) Code of Ethics. 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.

The 2021-2022 manual honors everyone who has impacted by COVID-19. The beginning of this manual focuses on Covid-19 related statements, information and resources. We must also acknowledge the social injustice which impacted us this year. Throughout the manual, syllabus and Blackboard we will reflect upon it in various ways. As social workers, we rise when things fall. We provide support to vulnerable populations when they are in need. We are, **“ESSENTIAL WORKERS”** This is the field you joined! Congratulations on your choice to help others!

Karen E. Edmond, LMSW
Director of Field Education

Social Work Department

SUNY Buffalo State

1300 Elmwood Avenue

Caudell Hall 354

Office Phone-716-878-5127

Department Phone: 716-878-5705

Fax: 716-878-3539

E-mail: edmondke@buffalostate.edu

Department Website: socialwork.buffalostate.edu

Governor's Hochul's Updated address about COVID-19 to the State.

"Governor Kathy Hochul today updated New Yorkers on the state's progress combating COVID-19.

"We know what COVID is capable of because we've seen the worst of it here in New York, and we don't want to have to relive that experience," **Governor Hochul said.** "We also know what works to fight back the virus - getting vaccinated, wearing a mask, and practicing basic safety protocols. It's that simple, and I urge everyone who still needs to get their shot to do so as soon as possible because it can save your life."

<https://www.governor.ny.gov/keywords/coronavirus>

Council of Social Work Education's Resources Addressing Coronavirus (COVID-19)

The spread of COVID-19 around the country and globe continues to present significant challenges for social work education. Each social work student, teacher, and program is unique, and so have been their responses to this pandemic.

CSWE offers the following resources and guidance to help address these challenges. From syllabi and slide decks to accreditation updates and field guidance, this page is meant to be a comprehensive resource for social work education to address the COVID-19 pandemic. **The page will be updated as new information becomes available.**

<https://www.cswe.org/About-CSWE/Responding-to-Coronavirus>

SUNY Buffalo State's update, resources and information on COVID-19

Update: August 4, 2021, 8:00 a.m. (From the President)

In accordance with updated guidelines from the Centers for Disease Control and Prevention (CDC) and the Erie County Department of Health, Buffalo State College will again require all campus community members and visitors—regardless of vaccination status—to wear face masks while indoors on campus beginning Monday, August 9.

Face masks are not required when faculty or staff members are alone in their personal offices or when students are inside their private residence hall rooms, or for individuals who are actively eating or drinking in a campus dining area.

Unvaccinated individuals will be required to wear face masks in all outdoor settings. Face masks will also be required for both vaccinated and unvaccinated individuals in all large outdoor group settings of 200 or more people.

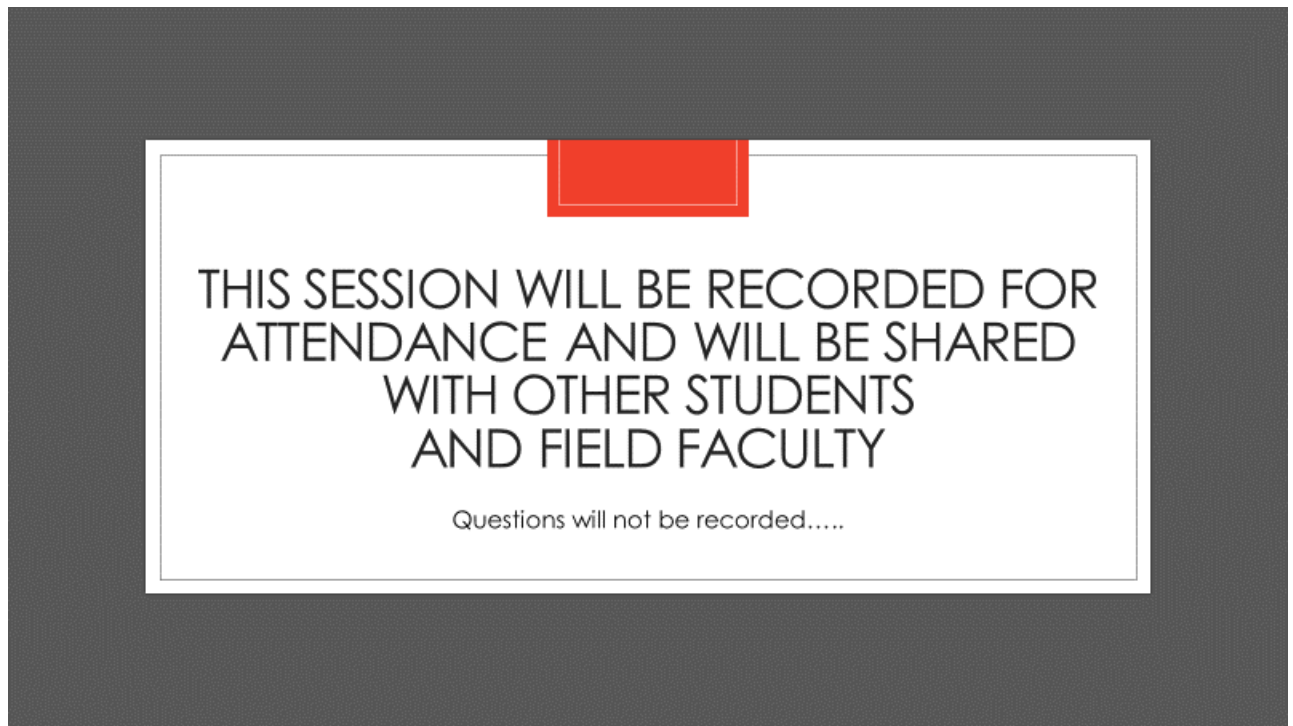
Buffalo State College plans to welcome the campus community back to campus this fall for a [fully in-person academic year](#). The health and safety of our students, faculty, and staff remains a top priority.

As COVID-19 protocols and recommendations continue to evolve, Buffalo State will adjust its health and safety guidelines accordingly for the prevention and management of COVID-19. Additional details and protocols for the fall can be found on the [Coronavirus Information](#) website. Faculty and staff members should read the *Daily Bulletin* for the most current information about returning to the workplace. Students should continue to monitor their campus e-mail as well as the [For Students](#) section of the Coronavirus Information website for updates and important details regarding returning to campus.

Buffalo State will continue to use the COVID-19 Daily Screening Questionnaire for all faculty, staff, and students who present to campus each day. Mandatory weekly testing will continue to be required for any individual who has a physical presence on campus who has not been fully vaccinated or has not shown proof of vaccination status. Buffalo State will require all resident students living on campus this fall to be fully vaccinated against COVID-19.

If you have not yet been vaccinated, now is the time to do so. Buffalo State joined Chancellor Malatras and other SUNY campuses in participating in the #30DayVaxChallenge, encouraging any remaining unvaccinated individuals to do their part before returning to campus this fall. Make a vaccine appointment today by visiting suny.edu/KnowYourVax.

Over the past year, our campus community has done a remarkable job of adhering to the guidelines and keeping our campus healthy and safe. Thank you for your continued cooperation.



Covid 19's impact on Field 2019-2020

- Field Practicum was suspended in March 2020 based on the State of Emergency in New York State and Erie County.
- Field Directors across the United States worked to create "Project Based Assignments" to allow students to earn field hours and met the CSWE Competencies. (Class of 2020)
- CSWE worked with Field Directors to support alternative field work so students can complete field hours.
- CSWE collaborated with Field Directors and State Licensing Bureaus to reduce field hours at the BSW and MSW levels.
- CSWE Field Directors worked to create an end of the year assignment to address the CSWE competencies and practices.
- SUNY Buffalo State Field Agencies, about 20 of them created virtual contact systems so students can continue to have contact with clients through ZOOM, Facebook and other online platforms.
- SUNY Buffalo State Field Team, "Dream Team" continued to meet with students for seminar/supervision using ZOOM on Tuesday nights.
- SUNY Buffalo State Field Team provided field visits using ZOOM to support the Covid-19 policies for field agencies.

Covid-19's impact on Field 2020-2021

- Currently, we have a total of **27 field sites out of 40**. (This is a wonderful number).
- As of last week, all school field sites emailed the Social Work Programs in the area. There will be no school field practicums this year. (Even external service providers of the schools.)
- As of May 2020, all hospital sites emailed the Social Work Programs in the area. There will be no direct hospital field practicums this year. (There will be only one external service provider who will work with the Catholic Health System.)
- Director of Field met with the 27 field sites to complete updated Field Practicum Agency Profiles and Covid-19 Plans. All 27 meet Center for Disease Control, New York State, New York State Department of Education and Department of Health, SUNY and CSWE. This was completed during the months of June and July.
- The remaining sites have created multiple layers of field experience from tele-social work, web based social work and agency projects.



SUNY BUFFALO STATE'S RESPONSE TO COVID19 FOR STUDENTS AND OTHERS

<https://coronavirus.buffalostate.edu/students>

<https://coronavirus.buffalostate.edu/faculty>

<https://eventsmanagement.buffalostate.edu/covid19-events-and-visitor-information>

CSWE's Guidance for Field Practicum May 9, 2020

- Student Safety. Requires that field education programs specify policies supporting students in field. Programs are encouraged to safeguard student's safety during the Covid-19 pandemic to the greatest extent possible, including suspending or delaying field education placements when necessary for student safety.
- Reduction in field hours. BSW-340 and MSW-765
- Remote Activity. ...The Commission has broadened its interpretation to include remote-based field activity. Remote activity can include engagement such as field related assignments, trainings, virtual meetings. Client related virtual meetings should be in accordance with field sites policies for secure communications.
- CSWE Field Directors are working together to support field practicum for all students.
- Discuss States' Office of Professions.

SUNY BS SWK Field Team's Response

- Field Team continues to work collaboratively with current agencies to ensure field experience meets the CSWE competencies.
- Field Team is working with Pearson Education and the author of text, "The Social Work Practicum-A Guide and Workbook for Students" 8th Edition. Cynthia L. Garthwait. Pearson created online courses for all field classes to have access to remote learning opportunities.
- Field Team will decrease field hours for the year to 330 for the year at 160 (10-12 hours a week) per semester. Field Supervision class counts as field hours. The extra 20 hours per semester will come from that. This will total 40 for the year.
- Field Team is working on additional remote activities for the purposes of earning field hours. There will be two Blackboard sections-one for assignments and the other for field hours. It will be your responsibility to monitor your hours and upload them on a monthly basis.
- Field Practicum is a Hybrid Course based on Field Practicum. The "in-person" work is in the field agency.

Director of Field Education's Response

- Director of Field Education waived the proposal policies for Employment Based Practicum. Usually, students must submit this request at the time of field interview. For the purposes of this pandemic, Employment Based Practicum was introduced to seniors through e-mail and there were two presentations about Employment Based Practicum.
- Director of Field Education is working with resources on campus to create a social work field practicum on campus. Seniors will mentor incoming freshman. The mentoring program training and documents will be provided from one of our field agencies and the case management training will be provided by SWK 496 and SWK 497-Professor Myles-Day and Professor Boser. This is a pilot model, but seniors will be able to provide mentoring and case management support for SUNY Buffalo State students. More information to follow.
- Director of Field Education emailed students who will be able to continue with the Field Agency they secured before the pandemic or after.
- Director of Field Education understands there are still students to interview. Interviews will be scheduled in the next couple of weeks.
- Field Practicums might will change for some of you based on the information presented above.

Plans for Field Practicum 2021- 2022

- All students will be trained on Covid and Field Practicum.
- All students participating in Field Practicum 2020-2022 must complete the Covid Acknowledgement Form online. [https://cce.buffalostate.edu/sites/cce.buffalostate.edu/files/uploads/Documents/Forms/COVID 19%20waiver%20student%20acknowledgement%20form.pdf](https://cce.buffalostate.edu/sites/cce.buffalostate.edu/files/uploads/Documents/Forms/COVID%2019%20waiver%20student%20acknowledgement%20form.pdf)
- All students will participate in additional field training in January 2021 on Tuesday nights from 7-9pm. These hours will count as Field hours going into your field year. You will use the same link as with this meeting. 1/5/21, 1/12/21, 1/19/21 and 1/26/21. December 29, 2020, cancelled.
- A Blackboard will be created so you can upload all your Field Interview documents.
- The same Blackboard will house Remote and Project Based Assignments to compliment your field hours starting the summer of 2021.
- We will work with the same agencies we did for 2020-2021
- Field Practicum 2021-2022 will be hybrid.

Plans con't

- Students who work in the Field will be encouraged to complete their field practicum as an Employment Based Practicum.
- Students from the city, we are working on creating Remote Based Practicums for you.
- Students from the area will be directly connected with field agencies in the area which are following Covid Policies and Procedures as per the New York State Department of Health. **For fall 2020, no student contracted COVID from any field agency.**
- Your field team will consist of Professor Boser, Professor Myles Day, Professor Golden and Professor Edmond.

Important note: Any student who violates any of the policies of Covid-19 in seminar class and/or Field Practicum will automatically be terminated from field agency and the Social Work Department.

COVID-19 Preparations for Field Internship

This assignment has three parts, Part A, Part B and Part C. Please follow the directions for each section below. This assignment must be completed and submitted to your faculty liaison within the first 20 hours of remote field. Only after you have submitted the following three parts *and* completed 20 hours of remote field are you eligible to go onsite for field. All students must complete this assignment regardless of whether current internship plans include onsite field.

Part A: Educational Modules

To complete this section of the assignment, choose three of the resources listed below. View/read/visit the resource and then write a brief (approx. 3 single-spaced paragraphs) write-up in a word document about what you learned from your review. Please be specific and give one take-away for each resource. Submit to your Field Faculty Liaison Blackboard Hour Assignments.

1. **Read and Watch:** "What is Coronavirus?" <https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus>
2. **Read:** "Clean Hands Count for Healthcare Providers" <https://www.cdc.gov/handhygiene/providers/index.html>
Watch: <https://www.youtube.com/watch?v=seA1wbXUQTs>
3. Personal Protective Equipment (PPE) (for students placed in healthcare settings) **Watch:** <https://www.health.state.mn.us/diseases/hcid/videos.html>
4. **Read:** "What to do if you are Sick" <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
Watch: <https://www.youtube.com/watch?v=6nrkthZYkzQ>
5. UT Reporting and Resources for diagnosed or presumed COVID-19
Visit and familiarize yourself with tabs at <https://protect.utexas.edu/>, the most centralized channel for COVID-19 updates for the UT community
6. **Review Interim President Jay Hartzell's most recent announcement** <https://protect.utexas.edu/announcements/>

Part B: Student Self-Assessment

To complete this section of the assignment, answer the following questions in a word document using the numbered format. Submit to your faculty liaison via Blackboard Journal. You are not required to share specific details.

1. Without disclosing yours or others' private health information, identify if you or someone in your household is at **high or low risk** for contracting COVID-19 (use the CDC criteria available here <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html>).
2. Assess your healthcare coverage and identify which UT or community health services you could access in the event of illness. What steps would you take in the event of the following scenarios:
 - a. Exposure to a person who has tested positive for COVID-19.
 - b. Exhibiting symptoms of COVID-19.
 - c. Exhibiting symptoms of mental health or potential addiction relapse distress.
3. Identify the strength of the current personal supports available to you if you were diagnosed with COVID-19 or required to quarantine due to exposure using a low-to-high scale of 1-10.
 - a. Social
 - b. Financial
 - c. Housing
 - d. Other (please specify to the degree you are comfortable)

4. What additional considerations, responsibilities, or competing priorities do you foresee for the semester? Examples may include homeschooling children or a lack of confidential work/study space.
5. Your Field Faculty Liaison and Agency Field Instructor are committed to you and your educational and professional development. Identify at what point you would communicate with them your need for additional educational or personal support.
6. Are you able and interested in onsite internship opportunities, yes or no?
7. Do you prefer or need 100% remote internship opportunities, yes or no?

Part C: Assessing Agency Mitigation

Review the Field Agency's policies around Covid-19. Use them to answer the questions below and upload in a document in your Blackboard Hours Assignments. It can be included with A.

1. To what degree is your agency promoting and/or enforcing the following?
 - a. Personal protective measures (e.g., handwashing, cough etiquette, and face coverings that persons can use in communal settings)
 - b. Social distancing (e.g., maintaining physical distance between persons in communal settings)
 - c. Environmental surface cleaning (e.g., regularly disinfecting shared surfaces, and commonly touched areas of the building)
2. Discuss your agency's COVID-19 mitigation policies and procedures. Be sure to include the following information:
 - a. How will the agency adjust its day-to-day functioning based on community transmission levels (minimal, moderate, and substantial)?
 - b. Include any explicit mitigation strategies such as staggered employee schedules, regular temperature screenings, staff meeting size limits, etc. Explain how these would evolve/adjust given the level of transmission risk in the agency.
 - c. What plans are in place should an individual connected with your agency test positive for COVID-19?
3. How is your agency addressing concerns/ensuring the safety of individuals at higher risk for serious illness due to underlying health conditions?
4. If your agency is offering onsite field hours, under what circumstances would your onsite hours be temporarily or indefinitely stopped?
5. If any onsite field hours are interrupted or suspended, describe your agency's plan to safeguard your educational experience.

The SUNY BS SWK program is committed to making sure students who need remote field have access to that. Students will be matched with onsite opportunities as those are available. As of fall 2020, the majority of agencies have shifted to remote service delivery for field.

With acknowledgements to generous contributions from the CSWE Field Director Listserve including Allison Scheel of St. Catherine University and Shimon Cohen of Florida International University.

Permission to use from:
Tanya Voss, Clinical Professor
Assistant Dean for Field Education
The University of Texas at Austin

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

Mission: The School of The Professions is a diverse community that expects its members to think creatively and critically, act responsibly, and lead effectively. Building on these defining qualities, the school transforms students through academic excellence and experiential learning.

Vision: A leader in preparing twenty-first century professionals to excel in a changing world. The School of The Professions is recognized regionally, nationally, and internationally for its innovation, curricula, pedagogy, and leadership development. (SUNY Buffalo State, 2020)

About | School of the Professions | SUNY Buffalo State. (n.d.). Retrieved August 1, 2020, from professions.buffalostate.edu/mission

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 Department

Mission

The Social Work Department prepares Bachelor-level generalist social workers, grounded in the liberal arts, who are guided by a person-in-environment framework and scientific inquiry to act ethically, think critically, respect diversity and difference; advocate for human rights, social and economic justice, and for the elimination of poverty; promote human and community well-being locally and globally while working with diverse individuals, families groups, organizations and communities.

Curriculum Goals

The Social Work Department commits to:

1. To educate students in the knowledge, values, critical thinking, affect and complete skills necessary for entry level social work practice with individuals, families, groups, organizations, and communities in diverse settings.
2. To educate students in ethical generalist social work practice with a focus on valuing diversity and difference, social and economic justice, and advocating with and on behalf of individuals, families, groups, organizations, and communities in diverse settings.
3. To engage in improving the quality of life in the city of Buffalo and the larger community by means of experiential opportunities in diverse settings throughout the curriculum such as service learning, field practice, community events, and international projects.

Departmental Objectives

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)

Social Work Department Standards and Expectations:

1. CELL PHONE AND TECHNOLOGY USE: The Social Work program is a professional program with professional expectations, similar to a place of employment. All cell phones must be turned off and put away (ex: in a backpack) prior to class starting. Behaviorally, this means no cell phones in class and/or during exams. **BY PROFESSOR PERMISSION ONLY:** If you are expecting an important call, for example, from a sick family member for whom you have primary responsibility, silence and set your phone to vibrate and let your professor know at the beginning of class.

Technology use in class may be permitted for taking notes, in-class assignments as assigned by the professor, or by permission for approved accommodation purposes only. Students found using technology in class for other purposes will result in a zero for your participation/attendance for that class.

2. EXPECTATIONS FOR BEHAVIOR: All students are expected to comport themselves in a manner that does not convey to others in the college community any disrespect, intolerance, or rude behavior based on age, race, religion, color, national origin, gender, sexual orientation, disability, or marital, veteran, or socioeconomic status. All members of the college community are expected to contribute to the college environment to move the college community in the direction of respect for all. (SUNY Buffalo State, Code of Conduct, <http://writing.buffalostate.edu/code-conduct>).

Students are also expected to comport themselves according to the NASW Code of Ethics. In the Social Work department, students are being educated as professionals and are expected to treat all classes and assignments as if they were “on-the-job”. For example: students are expected to arrive on time for class, read prior to class, hand assignments in on time, be prepared, and participate in class discussions. A detailed description of performance expectations can be found in the Student Handbook under “Professional and Academic Performance Standards Committee.”

3. REMOTE LEARNING CONSIDERATIONS: It is expected that for those classes taught in an online format, you will be present, attentive and engaged during synchronous class session (i.e., those in which the session is “live” rather than recorded). As such, during synchronous class meetings, you are expected to have your video “on,” though it is likely preferred that your audio remains muted unless you are speaking. Additionally, please be mindful of the following:

1. Students are responsible for maintaining access to a working computer or laptop, reliable internet access, and software necessary for accessing course content;
2. Online learning provides a great deal of flexibility, but also requires self-direction and motivation, along with excellent time management and organizational skills.
3. Unless otherwise asked to do so, please use the notification system in the online platform that your instructor has chosen (i.e., Zoom, BlackBoard Collaborate) to “raise your hand” to alert your instructor that you have a question, rather than posting questions.
4. Students are expected to attend synchronous class sessions from a setting that is quiet and professional, minimizes background distractions, and is conducive to learning. Lying in bed is not appropriate.

4. ANTI-RACISM & SOCIAL JUSTICE: NASW Ethical Guidelines require that social workers demonstrate cultural competence in their micro, mezzo, and macro-level practice, which includes “the integration and transformation of knowledge about individuals and groups of people into specific

standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (NASW, 2020).”

However, effective social work practice goes beyond maintaining the minimal ethical requirements of cultural competence. Specifically, in this social work program, as in the field, it is not enough to not be a racist. Social workers must engage in anti-racist practice behaviors that actively confront and seek to dismantle systems of oppression that have negatively affected the clients we serve, and also contributed to the ongoing inequity manifest in every social institution in the U.S.

Further, anti-racism is intimately tied to the social work profession’s commitment to social justice, which seeks to ameliorate the causes and consequences of culturally entrenched discrimination with a more equitable distribution of social and political resources for those who have suffered as a result. The implicit belief that white, male, heterosexual, Christians represent the standard by which all other groups are measured has resulted in misogynistic, homophobic, transphobic, anti-Semitic, anti-Muslim, xenophobic, and ableist attitudes and actions that have had a corrosive effect on the ability of those groups to enjoy the free and full exercise of their civil rights heretofore.

To this end, the Buffalo State College Social Work Department is committed to creating a learning environment that encourages the relentless, vocal, and unequivocal pursuit of social justice and practice of anti-racism among students and faculty alike.

5. EMAIL COMMUNICATION WITH INSTRUCTORS: Students are expected to demonstrate professionalism in their written communication with their instructors, including the use of proper salutations, and the same level of attention to grammar, spelling, and syntax, as would be expected for written assignments.

Students are expected to read the emails sent by their instructors and are responsible for the information contained therein. Further, when emailing professors, ample time must be given to the instructor to respond, which is generally a minimum of 48 hours – or two business days - before sending a follow up email. Please note that, whether it’s with your professors, site supervisors, or in any other professional setting, it is inappropriate to send multiple follow-up emails without allowing ample time to reply. This type of behavior will be ignored, and if such behavior continues, disciplinary action may be taken.

Lastly, sending an email to an instructor to request help does not relieve a student of their responsibility to continue working on an assignment while awaiting a response. In other words, a delay in the response from the instructor is not an acceptable excuse for failing to complete an assignment by a given due date.

6. PROCEDURES REGARDING DISRUPTIVE INDIVIDUALS: ALL students in the class are expected to fully participate in class discussion. Students who chat off topic or out-of-turn during class are disruptive to the instructor as well other students. Students who are chatting during class will receive a zero for class participation/attendance. The professor reserves the right to move students with persistent “chatting” behavior to another location in the classroom or request the students leave the class.

SUNY Buffalo State Statement of Procedures Regarding Disruptive Individuals

Disruptive behavior by students in my class will not be tolerated. Whenever a student is deemed to be acting in a disruptive or threatening manner, the professor will exercise their right to ask that individual to leave the classroom. If refused, the professor will exercise their right to notify University Police. The responding officer will determine whether an arrest

should be made or whether a referral to medical or counseling staff is appropriate. If a student is perceived as a danger to himself, herself, or others, the Dean of Students may propose an interim suspension until a hearing is held. Any student removed from class will have the right to a hearing. (The Bulletin, November 30, 2000)

7. NOTICE REGARDING THE STUDENTS OF CONCERN CARE TEAM: From time to time, a student in class raises concern over uncertainty about his or her mental health or about possible harm to self or others. You should be aware that Buffalo State has a Students of Concern Care Team to assist and support students in time of difficulty. The team encourages students to inform their professors about the reasons for their concern or to submit an online report explaining those concerns at the Students of Concern online reporting form.

The team encourages professors to report any student of concern so that guidance and support can be provided. Reporting can be done in a confidential manner and will be viewed as supporting our shared goal of ensuring a safe environment for all. Questions about responding to students of concern should be addressed with your professor or in the Dean of Students Office, Campbell Student Union 311, 878-4618.

8. ATTENDANCE, LATENESS AND SEMINAR PARTICIPATION: Seminar attendance for the whole time is required. Unexcused absence, tardiness and early departure will not be tolerated any more than such behaviors would be tolerated in the world of work. To enhance the teaching/learning environment, attendance, timeliness, and full and active participation is expected for all seminar sessions. Students are responsible for all content they have missed.

You will be marked as absent for the entire seminar if you do not attend the entire class without discussing mitigating circumstances with your professor PRIOR to class. You cannot make up class participation/attendance points by doing extra credit. More than 3 unexcused absences will lower your final grade by one grade level. FOR FACULTY TO INSERT ACCORDING TO THE NUMBER OF DAYS/WEEK YOU HOLD CLASS More than 3 absences results in loss of another letter grade, etc. To avoid this, leave a telephone message or email the night before class. Leaving a message does not necessarily constitute an excused absence. Provide documentation for the absence to the Social Work office, time stamped, to justify your absence within 24-hours. If you are the primary caretaker for someone who is sick and are unable to locate a caretaker for this individual, do NOT bring the sick individual to class. Missing class due to this type of situation will be considered excused with proper documentation provided to the Social Work office, time stamped, to justify the absence within 24-hours. Your professor will discuss with you what is considered an excused absence.

Students are expected to arrive on time to seminar. The professor reserves the right to close the classroom door at the time class starts and may not allow late students to enter class after start time. Occasionally, there are events outside of the student's control which necessitates coming late. Students who have received PRIOR authorization by the professor for late arrival may be allowed to attend class. Students who arrive late to class, resulting in not attending class, will have this class counted as an unexcused absence.

Students are expected to participate in class discussions. As a social work student, participation in in-class activities and critically thought out questions that initiate constructive class discussion are imperative. Students who repeatedly interrupt class with assignment questions that have previously been discussed will be asked to meet directly with the professor outside of class time. You are expected to have read all required material and prepare questions or topics of discussion related to course content and reading material PRIOR to the start of class.

9. ATTENDANCE, LATENESS AND FIELD PRACTICUM: All the policies as written above are the same for practice in your field agency. However, more than 3 absences will result in termination from the agency and a referral to the Professional and Academic Standards Committee. This will not be the decision of the agency, but of the field policies. Attendance in the field is extremely important.

10. ASSIGNMENT EXPECTATIONS: Students are not only in school, but are also learning how to be responsible, respectable and dependable. Therefore, students are expected to hand in every assignment on the date it is due. Students are also expected to use proper grammar, write professionally (in the third person unless otherwise directed), come to class fully prepared, complete all reading PRIOR to class, and put 100% effort into each assignment.

11. COURSE PROJECTS: All projects are to be submitted by the stated deadline. Late projects are not accepted. Exceptions to project due dates are ONLY permitted when a student makes prior arrangements with the professor for exigent (beyond your control) circumstances AND provides documented proof of such circumstances. It is up to the professor's discretion to approve the request.

12. COMPUTER FAILURES AND LATE WORK: A properly working computer and printer has become an essential tool for success in all university courses and, largely, for success in any professional field. Consequently, computer failure (e.g., hard drive crashes, floppy disk is eaten by the disk drive, printer jammed, printer ran out of ink, data file was somehow lost) is not an acceptable reason for assignments being turned in late. In addition to the student's own computer, the University maintains computer labs and other forms of access to properly functioning computers; thus, with proper planning and use of backup data files, students should always be able to access a properly functioning computer and should not need any special arrangements in order to complete the assignments on time.

13. SUBMITTING ASSIGNMENTS: The professor will identify how projects are submitted. This can include: Blackboard Digital Dropbox, TurnItIn, Taskstream, hard-copy, etc., and/or a combination of these. Professors are NOT permitted by FERPA policies to receive or return projects through personal email accounts. If projects are assigned for multiple submission sites (ex: hard-copy AND Taskstream) and the project has NOT been submitted to BOTH locations by the due date, the project will receive a zero.

14. TASKSTREAM: In this course, all students are required to submit assignment(s) via Taskstream. All students must be enrolled in their program on Taskstream within 30 days of beginning the course. All required Taskstream course assignments must be submitted by the due date of the assignment(s). Students failing to submit the required assignment(s) via Taskstream will earn a zero grade for the assignment. Instructions on how to enroll will be distributed in class. If you have already enrolled in Taskstream for another social work course, you do not need to re-enroll.

SUNY Buffalo State Statement of TurnItIn

Faculty may require students to use textual similarity detection software (e.g. Turnitin.com) in courses at Buffalo State. Textual similarity detection software compares submitted student text to a database of millions of previously published documents, including those on the public Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection service. When similarities between student text and an existing document are found, the software identifies those similarities for instructor and/or student review. (Similarity alone is not evidence of academic misconduct; as such material may be correctly cited.) This software may be used as an educational tool to assist students in learning

how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct. <https://rite.buffalostate.edu/turnitin.html>

SUNY Buffalo State Statement of Academic Honesty

The [college] has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work for the appropriate citation of sources, and for respect for others' academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgements. <http://academicstandards.buffalostate.edu/misconduct>

Violations of academic integrity (cheating) may result in a failing grade for the course. At a minimum, it will be reported to the Department Chair, brought to the Professional Standards Committee, and result in a failing grade for the assignment.

Academic misconduct refers to any form of plagiarism or cheating on examinations or assignments and is inconsistent with the aims and goals of the State University College at Buffalo. Instances of academic misconduct include, but are not limited to:

- Prior acquisition or possession of an examination and submission of false data.
- Submission of the work of another individual without proper acknowledgement.
- Performance of work in a course for another individual while registered in the same course.
- Failing to demonstrate academic integrity by not upholding the individual's share of responsibility for collaborative course work and /or assignments.

15. REMOTE LEARNING CONSIDERATIONS: It is expected that for those classes taught in an online format, you will be present, attentive and engaged during synchronous class session (i.e., those in which the session is "live" rather than recorded). As such, during synchronous class meetings, you are expected to have your video "on," though it is likely preferred that your audio remains muted unless you are speaking.

Further, it is very distracting and difficult to maintain continuity when students post statements and questions during class discussions. Therefore, unless otherwise asked to do so, please use the notification system in the online platform that your instructor has chosen (i.e., Zoom, Blackboard Collaborate) to "raise your hand" to alert your instructor that you have a question, rather than posting questions.

Lastly, when participating in synchronous class sessions, it is expected that you will do so from a setting that is quiet and professional, minimizes background distractions, and is conducive to learning. Lying in bed is not appropriate.

16. ANTI-RACISM: NASW Ethical Guidelines require that social workers demonstrate cultural competence in their micro, mezzo, and macro-level practice, which includes "the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (NASW, 2020)."

However, effective social work practice goes beyond maintaining the minimal ethical requirements of cultural competence. Specifically, in this social work program, as in the field, ***it is not enough to not be***

a racist. Social workers must engage in anti-racist practice behaviors that actively confront and seek to dismantle systems of oppression that have negatively affected the clients we serve, and also contributed to the ongoing inequity manifest in every social institution in the U.S..

Further, anti-racism is intimately tied to the social work profession's commitment to social justice, which seeks to ameliorate the causes and consequences of culturally entrenched discrimination with a more equitable distribution of social and political resources for those who have suffered as a result. The implicit belief that white, male, heterosexual, Christians represent the standard by which all other groups are measured has resulted in misogynistic, homophobic, transphobic, anti-Semitic, anti-Muslim, xenophobic, and ableist attitudes and actions that have had a corrosive effect on the ability of those groups to enjoy the free and full exercise of their civil rights heretofore.

To this end, the Buffalo State College Social Work Department is committed to creating a learning environment that encourages the relentless, vocal, and unequivocal pursuit of social justice and practice of anti-racism among students and faculty alike.

17. EMAIL COMMUNICATION WITH INSTRUCTORS: Students are expected to demonstrate professionalism in their written communication with their instructors, including the use of proper salutations, and the same level of attention to grammar, spelling, and syntax, as would be expected for written assignments.

Students are expected to read the emails sent by their instructors and are responsible for the information contained therein. Further, when emailing professors, ample time must be given to the instructor to respond, which is generally a minimum of 48 hours – or two business days - before sending a follow up email. Please note that, whether it's with your professors, site supervisors, or in any other professional setting, it is inappropriate to send multiple follow-up emails without allowing ample time to reply. This type of behavior will be ignored, and if such behavior continues, disciplinary action may be taken.

Lastly, sending an email to an instructor to request help does not relieve a student of their responsibility to continue working on an assignment while awaiting a response. In other words, a delay in the response from the instructor is not an acceptable excuse for failing to complete an assignment by a given due date.

18. WRITING EXPECTATIONS: All students are expected to write in APA format unless otherwise indicated by assignment directions. Some courses include Pass/Fail assignments aimed at guiding you in APA formatting skills. These assignments typically occur at the beginning of the course. While APA formatting assignments are different in each designated course, you are expected to utilize the skills of these assignments in all courses, even if the course does not offer APA formatting assignments. Further, you are expected to understand and utilize all APA standards, even those which you have not received an APA assignment. Writing in APA style is a requirement for the social work curriculum and profession. Therefore, you will receive lower grades when and where APA style is not used in your assignments. The grade reduction in your assignment due to APA errors is up to the discretion of the professor.

The faculty advise writing outlines for each assignment prior to writing your assignment. This strategy will assist you in organizing your material and in writing a comprehensive, focused document.

If a student is referred to the Writing Support Center in Butler Library, the student must receive help, and OBTAIN VERIFICATION (ex: email from the tutor) of participation. Written projects will receive a grade of zero if a student does not follow through with a Writing Center referral. Buffalo State offers a wide array of free tutoring services. Check out the Academic Commons website for details.

<http://academiccommons.buffalostate.edu/tutoring>.

Some faculty allow written project revisions. This is at the discretion of the professor. When submitting a rewritten project, the project MUST also be in the correct format identified in the assignment directions, instructed by the professor, and in APA writing style, or the project will not be accepted. Unaccepted projects automatically receive a zero. Courses that allow assignment revisions will be graded by averaging scores from the first draft and revision. This means the first draft should not be done poorly.

19. ACCOMMODATIONS: Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his or her needs known to the instructor and to the director of the Student Accessibility Services, South Wing 120, (716) 878-4500. Accommodations are supported from the date approved by Student Accessibility Services and not applied retroactively. Students are strongly advised to make their needs known to the professor and Student Accessibility Services and encouraged to seek out Student Accessibility Services as soon as possible to ensure services are in place in a timely manner.

SUNY Buffalo State offers a wide array of free tutoring services. Check out the Academic Commons website for details <http://academiccommons.buffalostate.edu.edu/tutoring>

Mathematics Tutoring Center: Buckham A-203

Science Tutoring Center: SAMC265

Writing Center: *New location: Butler 310

Modern & Classical Languages: Buckham B-234

STAR-NY: Online tutoring

Tutoring and Learning Center (TLC) (everything else): South Wing #320

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. **More information will be presented with the Field Practicum Syllabi for SWK 493 and SWK 494.**

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. **(As noted by the Professional and Academic Standards Process and NASW Code of Ethics Section 2-Social Worker's Ethical Responsibility to Colleagues).**

In order to be eligible for field education, students must successfully complete all social work program academic prerequisites (CWP 101, CWP 102, BIO 101, PSYCH (any), and SOC (any) and maintain both an overall and major cumulative of 2.5. 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.

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 using 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 regarding 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 using 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 SWK 493 and SWK 494 Field Practicum I and II

Upon the completion of Field Practicum all students will demonstrate through direct practice:

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. (Students are required to adhere to the NASW Code of Ethics)
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)

The Pre-Field Practicum Process

Beginning of Fall Junior Semester:

Every student will begin the Pre-Field Practicum Process in the fall semester of their junior year. The Director of Field Education meets with every student through all the sections of one of the fall social work courses. Ex: All the SWK 422-Interventions I-Engagement and Assessment Courses. This meeting is to discuss a general overview of field and review the fall requirements of the process.

During the Fall Junior Semester:

Every student is required to complete **three mandatory tasks** over the fall semester in order to participate in Field Orientation in December of the fall semester. These tasks are the completion of two Career Development Workshops, (1) Interviewing Skills and (2) Resume Writing and as part of the SWK 422-Interventions I course. Information will be included with the course syllabi. Each student will be given an acknowledgement form that has to be signed by Career Development Center staff at the completion of all three tasks. These forms will be the “entrance pass” for students to participate in Field Orientation. **The form must be completed to allow students to participate in Field Orientation.**

End of the Fall Junior Semester:

As per CSWE all juniors who will participate in Field Practicum for the following school year **must** attend Field Orientation the field Orientation Process. For SUNY Buffalo State Social Work this takes place in December. Again, this is **mandatory** to move forward with the Field Interview Process. Field Orientation **is only scheduled once a school year, if any student misses, they will not be able to participate in another orientation until December of the following year, thus delaying the Field Interview Process.**

Field Orientation consists of reviewing the CSWE Educational Policy Standards and Competencies, Field Interview Process, SUNY Buffalo State Social Work Field Practicum Application (Appendix A), Field Interview Confirmation Form (Appendix D) and Field Interview Rubric (Appendix B). Career Development Center Staff will review the Myers Briggs scores to support students’ understanding of their personality with the Field Interview Process. Students will also can meet with the current the Field Practicum Students during the Internship Fair. The Internship Fair is hosted by Field Practicum Students to

introduce juniors to different field agencies, roles, tasks and assignments. This is paramount to the Field Interview Process.

The Field Interview Process

Before the Spring Junior Semester

Scheduling the Field Interview:

Director of Field will create a field interview schedule in the Bengal Success Portal (Starfish). Students are required to go into the portal to schedule their field interviews based on the days and times available. Field Interview times are usually Mondays and Wednesdays at 11:00am and 1:00pm; Tuesdays at 11:00am, 1:00pm, 3:00pm and 5:00pm; Thursdays at 11:00am, 1:00pm and 3:00pm and some Sundays at 11:00am and 1:00pm only. Interviews are usually scheduled for an hour and a ½ beginning in the first week in January and ending by the third week in February. Students are required to go into the portal and schedule their interview. The interview will be confirmed by the Director of Field Education. The confirmation will show up in your Starfish schedule. **Once the interview is scheduled and confirmed, cancellations will not be accepted unless there is a medical emergency or exigent circumstances. (Documentation is required). If documentation is not provided, your interview will be rescheduled later in the semester. (Usually in March). No one will be allowed to reschedule until that time.**

The Field Interview:

Students are expected to arrive at the time of their field interview. **Any student who is later than ten minutes will not be met that day. The interview will be cancelled and rescheduled for March.** Every student should be professionally dressed, and all paperwork completed. The Field Interview is not the place to complete your Field Practicum Application or print out your resume. Those documents will be complete at the time of the interview. **If the student is not professionally dressed or documents are not completed, the interview will be cancelled.**

The Field interview will begin with Field Advisement. The Director of Field Education will review students' Degree Works Worksheet and Social Work File to provide advisement about the students' performance in the Social Work Department and discuss courses and scheduling in relation to potential Field Practicum Agencies. The student will have the opportunity to ask questions about their current academic status and courses that may be a concern to them.

The actual Field Interview will be conversational between the Director of Field Education and student. There will be a comprehensive review of the Field Practicum Application, resume and fields of social work interest. As part of this process, there will be discussion around the agency requirements such as **Medical History, Criminal History Background Check, State Central Registry and the New York State Justice Center.** As per New York State Law all schools, agencies, medical facilities and other entities who provide services to vulnerable Populations are required to have all volunteers, interns and new employees complete background screening through one of the above entities. **If there are any concerns with any of these areas, students are required to communicate this to the Director of Field Education as per NASW Code of Ethics 4.04-Dishonesty, fraud and deception. Students with such background concerns must be referred to the Dean of Students.**

Students with documented special needs 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 Director of Field Education to ensure the best field practicum setting. Students must register

with the Accessibility Services Office Specialized Support Services (878-4500), (diabilityser@buffalostate.edu) in order to facilitate the provision of needed accommodations. The office is in Twin Rise room 120.

Through collaboration, a field practicum agency and program will be determined as the potential agency. At the completion of the interview two documents will be shared with student, (1) Field Interview Rubric-this is used to scores the student's professional readiness for the field agency interview and (2) the Field Practicum Interview Completion Form –this is used to document the agreed upon follow up plan from the Field Interview.

Early Spring Junior Semester

After the Field Interview:

Usually in February, Director of Field Education begins to forward student resumes to various Field Practicum Agencies/Departments. If the Field Instructor and his/her team agree to interview student, they will contact Director of Field Education. The Field Instructor is usually very clear and specific about what steps they need the student to take to schedule the Agency Field Interview. Ex: An agency may require a student to complete an application and send in before they are called for an interview. Field Instructor will contact Director of Field Education with specific directions the student must follow to schedule the Field Agency Interview. An e-mail and phone contact are made with student. **Student has 48 hours to respond to the directions of the Field Instructor. If any student fails to do this, they will not be interviewed by that agency. Contact can be as simple as an e-mail.** The Field Instructor and student will determine the interview date and time.

Field Practicum Agency Interview:

As with the Field Interview, student should arrive in a timely fashion with all required paperwork completed. Student can be interviewed by just the Field Instructor or a team of professionals. This is the opportunity for student to learn more about the agency and its services. There can be discussion about the student's potential role, tasks and assignments. Student will be required to have the Field Interview Confirmation Form (Appendix) completed at the interview. This form documents that the agency and student agree the agency will be the student's field practicum for the senior year. Form must be returned to Director of Field Education as soon as possible. **These forms are used to complete Instructor Permission overrides for students to register for Field Practicum in the fall semester. Without a completed form, an override will not be completed for student.**

Middle of Spring Junior Semester

SWK 320-Social Service Organizations:

Students can use their potential Field Practicum Agency in this class. Students can find information on the agency's website and/or their potential Field Instructor. This is solely the responsibility of the student to seek out the information, not the professors and/or Field Practicum Agency Staff.

End of the Spring Junior Semester

All juniors who are moving forward to Field Practicum are required to participate in a Field Training Day, usually the second Friday in May. Information will be sent to the students in advance so they can adjust their schedules appropriately. **This is mandatory to move forward with your Field Practicum Agency.**

Diverse Field Practicum Programs

Employment-Based Field Practicum (Appendix C)

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 Director 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 Director 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.

Developed by:

Marist College
School of Social and Behavioral Science
Social Work Department
3399 North Road
Poughkeepsie, New York 12601

Remote and Project Based Field Practicum (Covid-19 Project pages 12-13)

As we work through Covid-19, we will find ourselves providing social work in various ways. While no field practicum will be full remote or project based, it is important to note that you will participate in some of this practice over the 2020-2021 school year. This should not be viewed as any other practice, but social work. Our agencies have adapted to Covid-19 to provide you with the opportunity to safely help vulnerable populations as expected by the Council on Social Work Education.

Field Practicum Overall Information

General Information

The Social Work department **assumes full responsibility** for 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.

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.

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 client 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.

Determination of the practicum setting for each student is decided by the Director of Field Education in collaboration with the student through the Field Interview and in some cases, in consultation with the faculty of the Social Work Department. The overall 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 Director of Field Education.

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.**

How are Field Practicum Agencies Selected?

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.
14. Completion of Field Practicum Agency Profile Form (Appendix E)

How are Agency Field Instructors Selected?

Agency Field Instructors:

1. Master of Social Work degree with one-year full time work experience in the agency or a Bachelor of Social Work with two years' full-time work experience in the agency.

2. Agency Field Instructors can have a master's degree in another discipline with one-year experience with one year of full-time work experience in the agency or a bachelor's degree in another discipline with two years of full-time experience in the agency. This would be considered a **Task Management Model**. As part of the social work seminar classes on Tuesday night, we provide social work supervision to ensure all students understand their field experience with the profession.
3. One year of supervisory experience.
4. Ability to provide weekly supervision/consultation sessions of at least one hour.
5. Availability and willingness to attend Field Agency Instructor Trainings and/or meetings.
6. Completion of Agency Field Instructor Form (Appendix F)

Field Practicum-Key Points

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 number 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 Director of Field Education.

Traditional Field Practicum-Students will begin Field Practicum in their agencies during the month of August 2021 unless you already started field. Some agencies will start field students later, for examples School Districts. Districts will usually have field students start a week or two after their district students start. It is important for any field student in this kind of setting to understand it is their responsibility to plan how their hours will be completed. One must also look at the "district schedule" versus SUNY Buffalo State's schedule to determine what days they will intern. Again, Students who are in school districts or agencies **you are responsible for completing your field hours in a timely manner.** You will start field hours a week or two later than others, but **you must manage your time** over the course of the semester to "make up" those hours. Students will have to plan accordingly with agency field instructor and faculty field liaison. **This is not a situation to be considered as "an unforeseen or uncontrollable circumstance".**

In some cases, when a student has not completed his/her 340 as per CSWE required hours of field instruction by semester's end, a grade of "I" 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 Director 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 the grade determined by student's assignments and work.

Scheduling

Students will work with their Agency Field Instructor and Field Practicum Agency to determine their field schedule. **It is mandatory for students to participate in Field Practicum two full days a week** unless you are a Summer Start student. Your schedule is collaborative between student and agency. If student

is interning in an agency where clients are **seen afterschool and/or on Saturdays, it is expected student adapt their schedule so they can have contact with the clients during field days.** Ex: Student B interns for a supervised visitation program. Clients are generally scheduled from 3:00pm-9:00pm to support visits with the non-custodial parent. It is expected, student will intern at that time to practice the social work competencies as mandated by the Council on Social Work Education. At the end of every interview, each student will complete a Job Description Form. Everyone should be clear about their Field Practicum Agency and the expected field hours. Students remain in the same Field Practicum Agency and seminar class for both semesters-fall and spring. By the end of the field year, all students will have completed 340 field hours at 170 per semester. Time spent at the weekly seminar and supervision don't count toward the required 340 hours of field practicum. Form

Field Practicum Changes

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 Director of Field Education for further planning and possible alternative placement. Early and frequent communication among the student, field instructor, and field faculty liaison will maximize the possibilities for optimal placement relationships and learning experiences and forestall serious problems.

Please note: Any student who is terminated from their Field Practicum will not pass the course and will be dismissed from the Social Work Department.

2020-2021 Academic Calendar-More dates in the Syllabus

Fall Semester 2021

Classes begin	week of August 30
Field work begins	August 2021
Field seminars begin	August 31, 2021
Labor Day observed (no classes)	September 6
Fall Recess	October 11-12
Midterm Grades close at 9:00pm	October 29 at 9pm
Thanksgiving Recess	November 24-27
Last day in practicum	Week of December 10
Last seminar meeting	December 14
Field evaluations due	December 14
Final Grades	December 22 at 9pm

Spring Semester 2021

Classes begin	January 31
Field work begins	January 2022
Field seminars begin	February 1, 2022
Presidents' Day recess (no classes)	February 21
Spring Recess (no classes)	March 28-April 2
Last day in practicum	Week of May 13
Last seminar meeting	May 17
Field evaluations due	May 17

ROLES AND RESPONSIBILITIES

Responsibilities of the Student including Covid-19 policies and procedures.

1. To complete all practicum agency pre-conditions prior to beginning field practicum. (background check, medical check-immunizations, and/or training.)
2. To formulate specific learning processes 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, Director 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 Director of Field Education including Covid-19 policies and procedures.

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 including Covid-19 policies and procedures.

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 Director 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 Director of Field Education regarding 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 including Covid-19 policies and procedures.

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 based on 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 including Covid-19 policies and procedures.

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 Field Practicum Agency including Covid-19 policies and procedures.

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.

Use of Supervision

Each Agency Field Instructor/Task Manager is required to allocate at least one hour per week for supervision/consultation with 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.

Student will also have access to additional supervision and consultation through the weekly seminar class on Tuesday nights.

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 Director 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.

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 Faculty Liaison, Field Agency Instructor and student will participate in two formal evaluation conferences (field visits per semester). The first conference occurs at midpoint of the practicum (170 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 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 "E", 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 will not pass the course. Students who receive a grade of "E" 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 through the PAPS Committee.

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

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 as listed below.

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 follows the 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 a 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
- Plan 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 benefits 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 using 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 based on 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, and 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 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 Director 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 must be terminated for reasons of academic and/or professional performance from the Social Work Program may, later, 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 2019

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://suny.buffalostate.edu/transportation-and-safety-services>
5. Equity and Diversity Policies: <http://equity.buffalostate.edu/policies>

Legal Statements of Importance

Legal Statement:

Social workers' primary concern is *always* the welfare of a client. If a student has a record of felony conviction, or of a misdemeanor conviction such as domestic violence, child or elder abuse or neglect,

substance abuse, or DWI, this may impact a student's suitability to practice professional social work. A student *must* disclose this fact to the Director of Field Education on the application for a field practicum, and prior to interview with the practicum agency. The student will be asked to supply documentation on the nature of the offense and its disposition. *A felony or misdemeanor conviction record will not automatically bar a student from enrollment in field practicum; however, it may impact their options pertaining to practicum agencies.* The Director of Field Education will make admissions decisions based on multiple factors including a student's academic record and suitability to practice social work and will include consideration of legal problems including the nature and date of the offense, disposition, rehabilitation efforts and the relevance of the offense to social work practice. **Failure to disclose and/or falsification of information will result in immediate dismissal from field practicum.**

Social Work Professional Expectations:

Social Workers are often in stressful and sometimes emotionally demanding situations. The profession often requires the need to make immediate decisions that may have serious consequences for a client. As per the NASW Code of Ethics, it is the Social Work Department's responsibility to ensure students are ready to practice in the field of social work. Please note, we will utilize the Professional Expectations on pages 28-32 to determine if there are concerns that may interfere with your functioning as a professional social worker or negatively impact social work clients. Since such conditions may become more severe under the stress of social work field practicum, students who manifest inappropriate behaviors that interfere with their successful progress in their field practicum may be asked to withdraw from field practicum.

Ethics Statement:

I have read, understand and agree to abide by the values and ethics of Social Work as outlined in the National Association of Social Workers Code of Ethic (<http://www.socialworkers.org/pubs/Code/code.asp>).

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 2021-2022

(Completion of this application must be typed. Dragon software can be used through Office of Student Accessibility Services.)

NAME: _____

CURRENT ADDRESS: _____

HOME PHONE: _____ CELL PHONE: _____

BUFFALO STATE E-MAIL ADDRESS: _____

IF YOUR SUMMER ADDRESS IS DIFFERENT FROM ABOVE, PLEASE PROVIDE:

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

I. ELIGIBILITY/GPA CHECK

I have completed all the prerequisite courses (See Handbook for Social Work Students) and I am eligible to enroll in the field instruction (Please review your Degree Works Worksheet):

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)

Please note you must maintain a 2.5 GPA to move forward with Field Process.

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 practicum site.

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

_____ I would be willing, if necessary, to travel 15 miles or more to my field practicum site.

Ex: Niagara Falls, Lockport and/or Williamsville to name a few.

_____ I plan to use public transportation to and from my field practicum site.

_____ I utilize community resources through an agency for transportation to use for transportation to and from my field practicum site.

III. CONSIDERATIONS FOR COVID in compliance with the Council of Social Work Education- May 2020 (Completion of Covid Acknowledgement Form Mandatory for everyone who will participate in Field Practicum 2021-2022)

Check what field setting you prefer:

_____I would prefer to a Remote Field Practicum.

_____I would prefer a Hybrid Field Practicum

_____I would prefer an in-Person Field Practicum.

_____I would prefer an Employment Based Practicum.

_____I would prefer a Field Practicum in the evenings and/or weekends.

IV. INTERVIEWING A STUDENT WHO IS IN FIELD FOR 2020-2021 SCHOOL YEAR.

Interview a social work student who is enrolled in Field Practicum. Ask him/her the questions below. This interview is intended to help you prepare in advance for the field experience. Take the time during the fair to learn about the field agencies and services so you are prepared for your field interview. This will take place during the virtual Internship Fair using Blue Jeans.

1. Name (first name only) of the senior you interviewed? Where is their field practicum agency?

2. What went well for them during the field interview process? Why?

3. What did not go well for them during the field interview process? Why?

4. What suggestions do they have for you to prepare for the field interview process? Why?

Please complete this sentence: **After talking with the senior, I plan to do the following to prepare for the field interview process with Director of Field Education and the potential Field Practicum Agency. Please list three ideas:**

V. INTERNSHIP FAIR-REFLECTION IN VARIOUS SOCIAL WORK SETTINGS

YOU ARE REQUIRED TO RESEARCH 5-10 OF THE AGENCIES/PROGRAMS BELOW.

Please note if you are a student with Accessibility Services, please speak to the Director of Field Education prior to the Internship Fair.

Below is a list of current Field Practicum Agencies. Using the following scale, rate your comfort level for each area and reflect on your rating:

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

Adoption Star

International Adoption _____

Best Self Behavioral Health

Building Brighter Futures _____

Health Homes _____

Homeless Services _____

PROS _____

Buffalo Public Schools

SAY Yes Community Schools

Catholic Health System

Mercy Comprehensive Center

Mercy Rehab Team

Catholic Charities of WNY

Care Coordination-Children's

Housing Program

Men's Domestic Violence Program

Project HOPE

Charter School for Applied Technology

Grammar School

High School

Compeer of Greater Buffalo

Children's Program

Older Adults' Program

Mental Health Program

Compass House

Emergency Residence

Resource Center

Crisis Services

Advocate Program

Crisis Phone Hotline

Erie County Medical Center

Inpatient Behavioral Health

Child and Family MH Clinic

Family Help Center

Core Services

Wrap Around Services

Youth Empowerment Program

Family Justice Center

Crisis and Family Services

Family Promise of Western New York

Family Housing/Shelter

GA Family Services

Preventative Services/Foster Care

Supervised Visitation Program

Gerard Place

Young Parent Housing/Case Management

Hearts and Hands

Advocacy for Older Adults

Holy Cross Head Start

Multiple Content Areas

International Institute of Buffalo

Employment Program

Refugee Resettlement

Lancaster Youth Bureau

Grammar School

Middle School

High School

Metro CDC Delavan Grider Community Center

Afterschool/Community Development

Older Adults/Community Development

Native American Community Services

Foster Care

Stages of Life Empowerment

Traditional Preventative Services

North Tonawanda School District

Grammar School

Middle School

High School

Preventionfocus

Adolescent Supper Club

Restoration Society

ACE Employment Academy

Housing Programs

South West Key Programs

Adolescent Court Services

The Summit Center

Afterschool Respite

Integrated Pre-School

SUNY Buffalo State

Educational Opportunity Program (EOP)

SUNY Buffalo State

Liberty Partnerships _____

SUNY Buffalo State
Roar 2 Success Program _____

True Community Development Corporation
Urban Community Development _____

VI. 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 Director of Field Education. Is there a specific agency you are interested in for field practicum? If so, what agency? Why?

VII. Strengths & LEARNING STYLE

Complete the VIA Character Strengths Assessment for free. A free copy of your report will be provided to you. Read the report and answer the questions below. **Upload a copy in the Blackboard as part of your application.**

1. Based on your Character Strengths Assessment Which Virtue are your mostly connected to?

Wisdom	Justice
Courage	Temperance
Humanity	Transcendence

2. What does this mean to you as you prepare for Field Practicum?

3. Each Virtue section talks about what the strengths in that section will help you do. What does this tell you about your role as a potential Social Work Intern? How will you communicate this to the potential agency?

4. What are your top 5 strengths based on the VIA Character Strengths?

5. What does this mean to you as you prepare for Field Practicum?

6. 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?

7. Are there any additional thoughts you want shared with your potential Agency Field Instructor?

VIII. INFORMATION NEEDED AND/OR QUESTIONS FOR THE DIRECTOR OF FIELD EDUCATION

Soon you will be meeting with the Director of Field Practicum to interview and jointly select a potential Field Practicum Agency. **At this meeting, what questions do you want to ask? Do you have any personal concerns you wish to share?**

IX. RESUME

My **up-to-date resume** must be uploaded in Blackboard to complete the interview process. **It is also strongly suggested by the Director of Field Education to schedule an 1: 1 Resume Critique Appointment with the Career Development Center.**

YES _____ NO _____

X. SECURITY CHECK

All Field Practicum Agencies in New York State may require social work interns complete an online clearance through the Criminal History Background Check (CBC), Statewide Central Registry (SCR) and/or through the New York State Justice Center. (<http://www.justicecenter.ny.gov/>) Based on this information, it can impact a student's ability to secure field practicum with agencies who serve vulnerable populations. Do you have any concerns with this?

YES _____ NO _____

If yes, why?

XI. 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. Do you have any concerns with this?

YES _____ NO _____

If yes, why?

XII. ACCOMODATIONS

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

YES _____ NO _____

If yes, are your special needs officially documented with the Office of Student Accessibility Services?

YES _____ NO _____

If yes, we will need a copy of those accommodations for the purposes of pursuing potential field agencies. *Please note we have field agencies who support various accommodations. It is important to be open with accommodations with them so they can plan accordingly to support you successfully.*

XIII. SIGNATURES-I understand once my application is uploaded to the Blackboard through my SUNY Buffalo State username and password it is understood to be my electronic signature for this document and any others related to the Field Practicum Process.

1. I had the opportunity to ask questions about Field Practicum during my interview. If I asked questions they were answered to my satisfaction.

2. I give permission to the Director of Field Education to share information found in this application and resume with potential field practicum agencies to secure my **field interview. Once my field practicum agency is secured the Social Work Field Team can have continued contact with my agency.**

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 which can lead to termination from the Social Work Department.

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 2019).

APPENDIX B

SUNY Buffalo State Social Work Field Practicum Interview Rubric				
Name:				
Criteria	Excellent (4pts.)	Proficient (3 pts.)	Devel. Prof. (2	Unacceptable (1
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 <i>or answered</i> an unasked question;

<p>Speaking <i>Did the interviewee speak in an articulate manner and integrate professional language?</i></p>	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.";
<p>Integrating <i>Did the interviewee integrate knowledge, content and experiences?</i></p>	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;
<p>Expressing <i>Did the interviewee express opinions in a tactful and mature manner?</i></p>	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;
<p>Body Language <i>Did the interviewee's body language convey interest and facilitate the responses?</i></p>	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;
<p>Gestures <i>Did the student's gestures seem natural and facilitate the responses?</i></p>	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;
<p>Eye Contact <i>Did the interviewee's eye contact seem natural and facilitate the responses?</i></p>	Sustained, appropriate and natural eye contact;	Appropriate, fairly consistent and natural eye contact;	Intermittent or inconsistent eye contact;	Limited or no eye contact;
<p>Professional Dress <i>Did the interviewee dress in a professional manner?</i></p>	Dressed in a highly professional manner (suit, sport coat, tie, dress); Neat and well-groomed;	Dressed in a professional manner (skirt/blouse, dress pants/blouse, shirt and tie); Generally neat and well-groomed;	Dressed in a casual, but not necessarily professional manner (Revealing blouse, open collar/no tie); Fairly neat;	Dress was inappropriate and/or unkempt;

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

Evaluation of criteria areas include culturally competent practice and individuality of interview

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.

II. 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

Director 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)



	Agency Name	
Name of Agency Representative	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 Director 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-left: 20px;"> 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 Director before making our decision	
Representative Signature	Date

3

APPENDIX E

SUNY BUFFALO STATE COLLEGE SOCIAL WORK DEPARTMENT FIELD PRACTICUM AGENCY PROFILE FORM 2021-2022

Field Practicum Agency:		Agency Program:	
Phone #: ()	Fax #: ()		
Address:	City	Zip Code:	
Agency Website:			
Social Work Field Supervisor's Name (If the person who is supervising the intern has a social work degree):	Email:		
	Phone #:		
Task Management Field Supervisor's Name (If the person supervising the intern has another degree):	Email:		
What degree does he/she have?	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"/> 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) Safety 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 _____
- COVID-19 Plan: Please attach if more space is needed.

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
- Other: _____
- Preferred, but not required.

7) What evidenced based practice does your program use for individual, family, group and/or community interventions? (For example, how do you intervene with your client population to create change?)

8) What is the practice theory and/or model base of this practice? Please review below:

a.) Individual and Family Level Theories:

- Behavioral
- Client Centered
- Cognitive Behavioral
- Crisis Intervention
- Empowerment
- Family Preservation
- Family Reunification
- Motivational Interviewing
- Other: _____

b.) Group and Agency Level Theories:

- Empowerment
- Harm Reduction
- Mutual Aid Group
- Organizational Development
- Program Development
- Peer Support
- Psychoeducational Group
- Self Help Group
- Other: _____

c.) Community and Policy Level Theories:

- Community Development
- Community Organization
- Harm Reduction
- Policy Practice
- Research Practice
- Social Change
- Social Development
- Social Planning
- Other: _____

9) How does your program evaluate its effectiveness? How is that information used to improve services to your client population?

10) 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 2021

- 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) These are specific behaviors which must be mastered in field practicum as per CSWE.
- 3) In the last box under each competency, please type in the 3-4 tasks or assignments from list 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	
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						
Competency #4: Engage in practice informed research and research informed practice. Spring						
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							
Competency #9: Evaluation with individuals, families, groups, organizations, and communities. Spring							

Intern's Signature: _____ Date: _____

Field Instructor's Signature: _____ Date: _____

Faculty Liaison's Signature: _____ Date: _____

APPENDIX G-b

BS SW Field Practicum Learning Agreement-Spring 2022

- 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) These are specific behaviors which must be mastered in field practicum as per CSWE.
- 3) In the last box under each competency, please identify 3-4 tasks or assignments from the list you will complete over the semester from 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	6 = Read about or receive verbal information	
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.												
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.						
Competency #6: Engage with individuals, families, groups, organizations, and communities.						
Competency #7: Assess individuals, families, groups, organizations, and communities.						
Competency #8: Intervene with individuals, families, groups, organizations, and communities.						
					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: _____

**SUNY BUFFALO STATE
SOCIAL WORK DEPARTMENT
Field Practicum Competencies -Fall 2021**

Potential Tasks/Assignments per Competency (This is beginning ideas...you can build upon this based on your field agency)

(As per CSWE, 2015)

*Updated 2021 by SUNY Buffalo State Social Work
Field Placement Agencies*

Competency #1-Demonstrate Ethical and Professional Behavior

1. Read and adherence to the NASW Code of Ethics
2. Participation in training on Agency's Policies and Procedures.
3. Adherence to the Agency's Policies and Procedures.
4. Punctuality and timeliness will be important to the role of an intern in field.
5. Intern would have to learn and understand the agency's dress code.
6. Intern would have to learn and understand they represent the agency and the school.
7. Intern would have to learn and understand the chain of command and organizational structure.
8. Intern would have to learn and understand their role in the agency with clients, other colleagues and professionals.
9. Intern would have to learn and understand professional boundaries with clients, other colleagues and professionals.
10. Intern would have to learn and understand how to document information in client's files (online records too), e-mails with colleagues and information shared outside of the agency.
11. Intern would have to learn and understand confidentiality policies such as HIPPA and FERPA.
12. Everyone would have to take responsibility with their FACEBOOK. Posts, pictures and tags.
13. Intern could participate in training to develop cultural/ethnicity awareness with clients, colleagues and the community.
14. Intern can participate in supervision, case conference, staff meeting and coalition meetings.

Additional suggested learning ideas....in The Social Work Practicum: A Guide and Workbook for Students.

Chapter 3 page 39

Chapter 4 page 50

Chapter 5 pages 63-64

Chapter 11 page 135

Competency #2-Engage in Diversity and Difference in Practice

1. Provide all staff and interns the opportunity to participate in cultural competency training.
2. Review client records and documents to understand diversity factors of individual clients.
3. Encourage interns to participate in cultural activities in the community.
4. Interns can use supervision to explore and consider their own biases that may influence engagement.
5. Interns can attend case conferences which clients are reviewed and consider the individual diversity factors of each client/client system.
6. Interns can engage with clients who have diverse backgrounds. Intake, assessment, group and presentations.
7. Interns in an educational setting can provide support to students based on academic gaps, individualized service plans and underrepresented students in programs.
8. Interns in a foster care setting can explore with family's backgrounds and traditions.
9. Involvement in foster care program will allow students to understand the importance of recruiting families from diverse backgrounds.
10. Interns can work with clients to create individualized treatment plans and goals based on the diversity of the clients.
11. Interns in group settings can participate in multiple levels of treatment groups, educational groups, support groups and etc.
12. Interns in medical settings can participate in multiple levels of medical care, treatment and follow up.
13. Interns in administrative settings can participate in community meetings, coalition meetings and other as determined by field agency.

Additional suggested learning ideas....in The Social Work Practicum: A Guide and Workbook for Students.

Competency #5-Engage in Policy Practice

1. Interns can sit in on a meeting of the agency's board of directors or other decision-making authority with prior approval. Prepare a brief memo regarding the tone of the structure of decision making within this agency.

2. Have interns identify a current state or federal bill that would affect the field agency and write a policy analysis of how the bill would change the agency's operations or ability to serve clients.
3. Interns sit in on a legislative hearing regarding a bill that would affect the field agency.
4. Ask interns to write an advocacy letter to a policymaker regarding a policy proposal that would be beneficial to the agency.
5. Interns can interview the agency director or other executive about the informal policy structures that affect the field agency. (History, experience, traditions and organizational culture.)
6. Ask interns to identify ways in which agency clients have access to influencing the policy decisions. Are these formal or informal structures?
7. Interns can examine the agency's policy and procedure manual and to identify a policy or policies that may have unintended consequences.
8. Interns can identify policies that conflict with his/her own beliefs or values. Ask them to explore this conflict in supervision with their field instructor.
9. Encourage interns to work with a coalition that is trying to influence legislation in the field agency's spheres if interest.
10. Suggest the intern (with advance supervisor approval) prepare and present a staff in service training on a matter of interest to the agency's staff.
11. Encourage interns to attend an advocacy event at which the student can meet other students and legislators (state or federal) to advocate on behalf of a social policy of interest.
12. Ask interns to take a stab at writing a bill addressing a social problem they have encountered in their agency. Encourage interns to meet with an appropriate legislator to deliver and discuss bill proposal.

(Policy ideas presented by David H. Johnson, Millersville College University of Pennsylvania, March 2012, david.johson@millersville.edu)

Additional suggested learning ideas....in The Social Work Practicum: A Guide and Workbook for Students.

Chapter 6 page 75
Chapter 9 page 108

Competency #6-Engage in Individuals, Families, Groups, Organizations and Communities

1. Interns can begin engagement with participation of client events and activities. Ex: Family Night
2. Interns can participate community wide events for clients. Ex: Food Drives
3. Interns can participate in parent/teacher conferences in school like settings.
4. Interns can participate in social work “rounds” in medical clinics and hospitals.
5. Interns can participate in the intake process with the client population of the field agency.
6. Interns can participate in community outreach for the field agency.
7. Interns can provide orientation and/or tours of field agency and services to new clients and families.
8. Interns can work with clients to fill out agency and/or other paperwork for programs and services. Ex: Social Services Applications and Consent forms
9. Interns can participate in training to help provide services to clients. Ex: Medicare/Medicaid or Insurance Training.
10. Interns can provide group mentoring activities for client populations.
11. Interns can work with clients on developing life skills. Ex: Budgeting
12. Interns can participate in supports groups with clients and families.
13. Interns can engage with potential clients by providing information through phone or direct contact.

Additional suggested learning ideas....in The Social Work Practicum: A Guide and Workbook for Students.

Chapter 7 page 86

Competency #7 Assess Individuals, Families, Groups, Organizations and Communities

1. Interns in an academic setting can:
 - Complete student intakes.
 - Create academic action plans.
 - Complete social skills assessments.
 - Complete career assessments.
 - Complete pre-post tests for evidenced based programs.
 - Complete group interest forms.
 - Participate in Individualized Educational Plan Meetings

2. Interns in a medical setting can:

Complete medical intake form.

Complete medical history form included mental health history.

Complete family resource/support form.

Complete an initial medical action plan.

Participate in clinical reviews

3. Interns in a foster care setting can:

Complete assessment of children and families within 7 days of intake.

Reassessment within 30 days and every six months.

Participate in case conferences

4. Interns in outreach settings

Complete safety assessments of someone's home.

Complete a client's needs/strengths assessment

Complete mental health screening assessments.

Complete parent assessments.

5. Interns can participate in agency assessment and strategic planning meetings.

6. Interns can participate in community wide needs assessments.

Additional suggested learning ideas....in The Social Work Practicum: A Guide and Workbook for Students.

Chapter 8 page 96

**SUNY BUFFALO STATE
SOCIAL WORK DEPARTMENT**

Field Practicum Competencies -Spring 2022

Potential Tasks/Assignments per Competency (This is beginning ideas...you can build upon this based on your field agency)

(As per CSWE, 2015)

*Updated 2021 by SUNY Buffalo State Social Work
Field Placement Agencies*

**Competency #3-Advance Human Rights and Social, Economic,
and Environmental Justice**

1. Read and adhere to the Declaration of Human Rights
2. Connect your understanding of the Declaration of Human Rights to your field agency.
3. Connect the Declaration of Human Rights to the current policies and procedures your practice under in your field agency. Share in supervision and/or your seminar class.
4. Assess the human rights and justice needs of your clients, families, groups, organizations and communities.
5. Be aware of human rights and justice needs when providing referrals (being aware of where clients, families, groups, organizations and communities are coming from and matching their needs to what is available).
6. Listen and learn from your clients, families, groups, organizations and communities about how social injustice operates in their lives.
7. Articulate to your Field Instructor ways in which your field agency and practice advocate for human rights and social, economic and environmental justice.
8. During supervision, examine the impact of oppression and discrimination on the delivery of services within your field agency.
9. Discuss issues of oppression and discrimination in supervision or case conference relevant to clients, families, groups, organizations and communities from one vulnerable population.
10. Collaborate with organizations who advocate for human rights and social, economic, and environmental justice locally and globally.
11. Attend relevant trainings, community outreach events, and public policy meetings.

12. Research local issues from a human rights perspective and write up your finding, citing articles in specific human rights documents and share in field agency and/or seminar class.

Learn about the history of human rights in your client's community. Are there people, places, and events that have significance to human rights and social, economic and environmental justice? Present your findings in field agency and/or seminar class.

13. Teach your clients, families, groups, organizations, and/or communities about their human rights and social justices.

14. Teach your clients about the relationship between human rights and social, economic, and environmental justice and a healthy environment.

Competency #4-Engage in Practice Informed Research and Research Informed Practice

1. Read journal articles/review websites pertaining specifically to the field agency's area of practice. Choose two main points and discuss in supervision and/or seminar class.

2. Research and put together a presentation on a topic involving the specific population your work with in your field agency. Share in supervision, case conference and/or seminar class.

3. Critically examine a research article and share your critique with your field instructor and/or other colleagues in your field agency.

4. Examine a recent research article that is applicable to the population you serve. How can you use it to inform your practice? Discuss with Field Instructor and with other colleagues in your field agency.

5. Apply research findings to work with your clients in field agency.

6. Contact experts in your field of practice for updated and current information you can use with your clients, families, groups, communities and organizations. Discuss the use of this information with Field Instructor or other colleagues in your field agency.

7. Interview field agency who are involved with evidenced based practice in your field agency. Inquire about best practices from the research. Discuss these practices with Field Instructor and other colleagues in your field agency.

8. Identify research activities utilized by the agency including data collection/statistics. Discuss with Field Instructor and other colleagues in the field agency.

port data collection/statistics.

9. Develops individualized case plans with measurable goals and objectives with clients, families, groups, communities and organizations which support the evidenced based practice in the field agency.

10. Identify the best intervention “tool” based on the research and evidenced based practice with clients, families, groups, communities and organizations in your field agency.

11. Be open to feedback on practice from clients, families, groups, communities, organizations and/or Field Instructor to improve social work skills.

Competency #8- Intervene with Individuals, Families, Groups, Organizations, and Communities

1. Understand and practice the parameters of service delivery in the field agency. (Review target population, eligibility requirements, etc.) Discuss these parameters with Field Instructor, in case conferences and/or in seminar class when planning intervention strategies with your client, family, group, community and/or organization.

2. Accurately identify clients who are not appropriate for services and adequately acts as a broker for appropriate resources.

3. Comply with intervention/treatment protocols of the evidenced based practice and field agency.

4. Discuss in supervision and/or during case conference various theories of practice to inform client behaviors and interactions for feedback and support.

5. Discuss in supervision and/or during case conference conceptual frameworks that explain development and impact on clients, families, groups, communities and organizations.

6. Understand and discuss with Field Instructor and/or seminar class the developmental stages of clients, families, groups, communities and organizations in field agency and integrate this understanding into the intervention process.

7. Research and illustrate knowledge of the planned change process, including assessment, planning, intervention, evaluation, termination and follow up as appropriate with clients, families, groups, communities and/or organizations in field agency.

8. Conceptualizes multiple levels of presenting issues/concerns with clients, families, groups, communities and/or organizations, and intervenes at appropriate levels of field agency.

9. Prioritizes presenting issues/concerns with clients, families, groups, communities and organizations and helps them prioritize steps to reach mutually agreed upon goals of field agency.

10. Helps clients, families, groups, communities and/or organizations to identify interpersonal strengths as well as network of familial and community resources to address presenting issues/concerns of field agency.

11. Explores options and selects appropriate interventions/services in partnership with clients, families, groups, communities and/or organizations of field agency.
12. Utilize collaborative relationships formed with other providers serving the same clients, families, groups, communities and/or organizations to secure needed services/resources.
13. Participates in case conferences to address gaps in service delivery and secure services/resources for clients, families, groups, communities and/or organizations of field agency.
14. Help other service provider understand the special circumstances of clients, families, groups, communities and organizations of field agency to secure services/resources.
15. Develop case plans with clearly stated times frames for achievement of goals for clients, families, groups, communities and/or organizations of field agency.
16. Actively plans for the termination process with clients, families, groups, communities and/or organizations of the field agency.
17. Use the termination process with clients, families, groups, communities and/or organizations of field agency to celebrate and consolidate progress.
18. Recognizes continuing services/resources for clients, families, groups, communities and/or organizations of field agency and make appropriate referrals.
19. Appropriately transition clients, families, groups, communities and/or organizations of field agency to new provider.
20. Completes all termination documentation in accordance with the field agency's policies/procedures.

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

1. Identify research/evidenced based activities utilized by the field agency including data collection/statistics, current research projects and program evaluation.
2. Interns will learn, understand and practice their role in data collection/statistics, current research projects and program evaluation.
3. Help field agency compile data around the demographics of clients, families, groups, communities and /or organizations who utilize the services.
4. Help field collect data from client satisfaction surveys from clients, families, groups, communities and/or organizations who utilize the services.
5. Help field agency interpret data to answer program evaluation questions and improve service delivery.

6. Assists field agency with data analysis and preparation of reports for outside stakeholders.
7. Collaborates with field agency to support completion of outcome reports for grant proposal and/or funding.
8. Intern can participate in “utilization case reviews” to determine the effective of service delivery for clients, families, groups, communities and/or organizations of the field agency.
9. Intern can attend Corporate Compliance/Quality Assurance meeting of the filed agency to understand the importance of outcome measures for the field agency.
10. Interns can research and discuss the field agency’s responsiveness, capacity, relevancy and resources available for change with Field Instructor and/or seminar class.

APPENDIX I-a

Field Practicum Evaluation Fall 2021 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 identify tasks/assignments completed from list and attach to evaluation.

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	
Competency 4: Engage in practice informed research and research informed practice. Spring	
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

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

Student has completed 170 hours of field work: YES NO

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

If "No", please explain:

Please note if a student is not recommended to return for the spring semester based on student's performance, student can be dismissed from the Social Work Department.

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 Director of Field Education within seven days of the student evaluation conference.

APPENDIX I-b

Field Practicum Evaluation Spring 2022 *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 identify tasks/assignments completed from the list and attach.

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
Competency 6: Engage with individuals, families, groups, organizations and communities. Fall
Competency 7: Assess individuals, families, groups, organizations, and communities. Fall

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 170 hours of field work: YES NO

Signature of Field Agency Instructor:	Print:	Date:
My Field Agency Instructor has discussed this evaluation with me: YES <input type="checkbox"/> NO <input type="checkbox"/>		
I agree with this evaluation: YES <input type="checkbox"/> NO <input type="checkbox"/>		
I have received a copy: YES <input type="checkbox"/> NO <input type="checkbox"/>		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 Director of Field Education within seven days of the student evaluation conference.		

**APPENDIX-J
SUNY BUFFALO STATE SOCIAL WORK DEPARTMENT
PROFESSIONAL ACADEMIC PERFORMANCE STANDARDS
REFERRAL FORM (Process on pages 28-37)**

Student Name:	Course (Name & Course No.)
Name of faculty or staff filling the form	Date (s) of concern
Signature of faculty or staff member filling out the form Date:	Date (s) discussed with student

*If applicable

This form is prepared when a student exhibits behavior not consistent with the SUNY Buffalo State Social Work Department Student Manual, Field Manual, and NASW Code of Ethics. Professional Conduct is intended to assist the student in meeting professional expectations in academic, professional, or administrative settings. Improvement in the area(s) noted below is needed in order to meet the standards of professionalism inherent in being a social worker.

Check the appropriate category (ies). Comments are required.

1. Grade Point Average

- Fails to maintain a 2.5 overall GPA to move forward with the Field Practicum 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 the incomplete grade contracts in a timely manner (We recognize unforeseeable circumstances such as medical emergencies, death of a family member, and/or other unforeseen accidents).

2. Professional Behavior

- 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 on assignments and exams with the exception of a prior approved accommodation.
 - Late and incomplete assignments
 - Failure to keep or cancel appointment
 - Failure to adhere to practicum agency policies and professional standards
 - Lying, cheating, or plagiarizing
-

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 Director 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 2019

APPENDIX K

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 like 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 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 several 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 L



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 M
SUNY Buffalo State Social Work Department
Field Practicum Manual Training Acknowledgement Form

I acknowledge I received an electronic copy entire SUNY Buffalo State Social Work Department Field Practicum Manual including all information on COVID-19

I reviewed Field Practicum Manual -2021-2022 and policies and procedures of my Field Practicum Agency. _____
Initial here

I understand I am responsible for **all** policies and procedures stipulated in the manual, 493 and 494 field syllabus and field agency. _____
Initial here

I was able to ask questions about the Field Practicum Manual 2021-2022- Covid 19 and policies of my Field Practicum Agency around Covid-19. There are no other concerns currently. _____
Initial here

Student Name (Print): _____

Student Signature: _____

Date: _____