GRADUATE ADVANCED STANDING PRACTICUM EDUCATION MANUAL

2025-2026

Health Sciences, Level 2, Room 092
Stony Brook, New York 11794-8231

Forward

This manual primarily serves as a resource for students but should also be read by Practicum Instructors, Practicum Liaisons, and Practicum Faculty. It includes the objectives, policies and procedures relating to the shared responsibilities of the School of Social Welfare (SSW), agencies, Practicum Instructors, and students regarding Practicum Education. It serves as a guide to the Practicum Education component of our graduate program. Forms and calendars related to Practicum Education can be found on Blackboard, BrightSpace, and Sonia.

As the signature pedagogy of social work education, integrating theory into practice in a placement setting is instrumental in the development of a professional social work identity. The SSW has adopted policies and procedures to be supportive to students, Practicum Faculty, and community-based partners in the learning process.

The materials have been developed as a result of ongoing experience between the SSW and the professional community in our partnership to educate students for the profession. We hope the manual will be helpful, and we value ongoing suggestions and collaboration in improving the experience for our students.

Warmly,

Office of Practicum Education

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School of Social Welfare
Mission Statement

The School of Social Welfare is committed to building a more equitable society based on the values of human dignity, inclusiveness, diversity, equality, and on economic, environmental and social justice.

By advancing knowledge, engaging in systematic inquiry, and developing professional skills, we prepare students for social work practice with individuals, families, groups, organizations, communities and governments. The School teaches community advocacy, therapeutic intervention, individual and group empowerment, and the affirmation of strengths as a means of promoting individual and social change. As an integral part of our student-centered pedagogy, we prepare students to identify and analyze the nature and extent of structural inequality. We focus in particular, on social welfare as a pathway to enhance emotional, psychological and social well-being. We work closely with the university and greater community to fulfill this mission.

We recognize that structural inequality exists in multiple and overlapping layers of discrimination including class, race, ethnicity, gender, gender identity and expression, sexual orientation, religion, age and disability, among others. We therefore seek to remediate the impact of interpersonal and historical trauma, to foster human relationships that are grounded in social justice, human dignity and mutual respect, to develop new and just organizational forms, to transform already existing structures to reflect values that affirm and enhance human dignity and social diversity, and to identify new ways to influence social, economic and political systems to equitably distribute power, resources, rights and freedom.

May 2017

Introduction

A well-rounded education in social work is best obtained through the integration of theory and practice. Practicum Education and classroom learning are integral parts of the graduate education experience. The School of Social Welfare (SSW) teaches social work from the strengths perspective and uses person-in-environment as a basis for working with client systems. Our curriculum is guided by the nine social work competencies, the mission of the SSW, and the six social work values outlined in the National Association of Social Workers (NASW) Code of Ethics. The Practicum Education component of the curriculum integrates a focus on generalist social work practice and competencies with the development of social work skills and the integration and application of social work theories and values in working with client systems. No academic credit is given for life experience or prior work experience.

During the undergraduate year of study, the curriculum concentrates on developing generalist practice through the Council on Social Work Education (CSWE) (2022) nine competencies; demonstrate ethical and professional behavior; advance human rights and social, racial, economic, and environmental justice; engage anti-racism, diversity, equity, and inclusion in practice; engage in practice-informed research and research-informed practice; engage in policy practice; engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.

In the advanced standing year students extend and enhance the experiences of the undergraduate program to strengthen knowledge, skills, values and cognitive and affective processes. Students become more skilled in integrating theory, practice and social work values and develop more autonomy with a consistent ability to work with more complex situations having multiple layers of intricacy. In addition students declare a specialization that defines the coursework and desired area of practice for the advanced standing year.

The student's experience includes supervision with a Practicum Instructor affiliated with an agency approved by the Office of Practicum Education (OPE). The Practicum Instructor has a Master of Social Work (MSW) degree; is licensed in New York State (NYS); has previously taken or is eligible to take Seminar in Practicum Instruction (SIPI); is an interested, concerned teacher, and a resource available to the student. The Practicum Instructor has both administrative and educational responsibilities. Practicum Instructors are responsible for the facilitation of student learning and for assuring the quality of services available to the client systems with which the student works in addition to helping the student integrate classroom learning, the SSW's educational goals and competencies, into professional practice.

I. Educational Program

A. Graduate Program Educational Goals
Graduate social work education offers students an opportunity to understand the role of the social worker and to internalize the professional base of practice. The overall goals of the program are to:
- Prepare social work practitioners who demonstrate the ability to use knowledge, values, and skills to work at the micro, mezzo, and macro levels of practice within local, national and global contexts;
- Educate graduates to utilize social justice and human rights frameworks and to embrace social action practice;
- Inspire graduates who lead efforts to improve health and wellness in the lives of all people and to create a more just and life-affirming society;
- Promote the ability of graduates to engage in critical, self-reflective and ethical practice;
- Develop practitioners who utilize strengths-based, person-in-environment and empowerment approaches work that are informed by a respect for human dignity, diversity, and inclusiveness;
- Educate practitioners who are able to engage in research-informed practice models and who are able to contribute to the creation of knowledge of the Social Work profession by engaging in practice-informed research processes.

B. Social Work Competencies
CSWE has developed a competency-based outcome performance approach to social work curriculum design. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. The behaviors represent observable components of the competencies (CSWE EPAS, 2022).

The undergraduate program focuses on generalist practice, as defined by CSWE:

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

The advanced standing year of the graduate curriculum has three specializations: Community, Policy and Political Social Action (CPPSA), Families, Youth and Transition to Adulthood (FYT), and Integrated Health: Physical, Psychological, and Social Well Being (IH).

The overall goal of the graduate Practicum Education experience is to foster integration of the competencies within professional education and practice and to enable students to demonstrate

and apply the competencies. The competencies listed below are utilized both years of the program. The competencies are differentiated by behaviors for each competency which are included in **Appendix A**.

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

C. Academic Format
Practicum Education and Social Work Practice courses are registered sequentially and taken concurrently. Advanced Standing students have been accepted into the SSW after completing a Bachelor of Social Work (BSW) degree. Advanced Standings students enter the program as MSW Second Year students and follow the same academic format as traditional MSW students.

D. Practicum Education Format
Students complete two social work internships; one in the undergraduate program and one in the advanced standing year. Each placement must be separate and distinct in the clients served and the tasks required. The educational experiences available at the agency and the educational needs of the student are factors that help determine each student's placement.

The Advanced Standing program has two pathways for students to choose from: a traditional nine month program and a modified twelve month program. For the traditional program, Practicum Education begins in September and goes through the fall, winter, and spring semesters, ending in mid-May. For the modified program, Practicum Education begins in September and goes through the fall, winter, spring, and summer semesters, ending in mid-August. Students are required to follow the OPE calendar and cannot begin or complete placement outside of the calendar time frame. Advanced Standing MSW students are required to complete 693 hours over one year of study.

II. Office of Practicum Education

The Office of Practicum Education consists of the Assistant Dean for Practicum Education, Practicum Faculty, Practicum Liaisons, an Administrative Assistant, and the Practicum Instructors and Task Supervisor who are employed by community based partner agencies. Each role has specific responsibilities to the school, students, and agencies. Everyone works together to provide the best possible education for our students.

A. Functions of Practicum Faculty

Practicum Faculty are employees of the School of Social Welfare who work with students throughout the placement planning process and internship experience. The specific functions of Practicum Faculty include:

- Implementing Practicum Education policies and procedures established by the School of Social Welfare;
- Selecting agencies in keeping with the established policies of the School of Social Welfare;
- Serving as the supervisor to Practicum Liaisons;
- Approving the designation of Practicum Instructors in accordance with established and approved policies and criteria of the School of Social Welfare;
- Serving as a Practicum Liaison;
- Providing the structure and channel for discussion of student progress and concerns;
- Consulting with Practicum Instructors and other appropriate parties in regard to students progress;
- Providing the Seminar in Practicum Instruction to new Practicum Instructors;
- Assigning students grades for Practicum Education.

B. Functions of Practicum Liaison

Practicum Liaisons are representatives of the School of Social Welfare who coordinate assigned students' experience. Practicum Liaison's monitor students' educational growth, the Practicum Instructor's teaching, and the agency's ability to provide an appropriate educational experience. Practicum Liaisons are available to discuss a student's placement during the academic year. If difficulties arise with any aspect of placement during the academic year, the Practicum Liaison will inform the Office of Practicum Education. Practicum Liaisons are assigned to a practice course of 20-25 students. The specific functions of Practicum Liaison include:

- Contacting each assigned student and agency three times per semester via visit(s), telephone, email, or arranged meetings;
- Conducting a classroom visit during the fall semester;
- Conducting an agency visit with each student and the Practicum Instructor once per year; in person or via Zoom;
- Completing a Practicum Liaison Progress Report Form in Sonia after each contact;
- Attending one Practicum Liaison meeting per semester, via Zoom;
- Being familiar with the School of Social Welfare's curriculum and objectives for Practicum Education;
- Being familiar with the Practicum Education Manual(s) and policies of the School of Social Welfare, Stony Brook University, and New York state as it applies to the social work profession;
- Understanding the competencies and articulating the details to Practicum Instructors and students; and
- Reviewing all student assignments and evaluations and recommending a semester grade based on the available material.

III. Agency and Practicum Instructor Selection

A. Affiliation Agreement
The School of Social Welfare welcomes the opportunity to establish a formal affiliation agreement with new agencies. A standard State University of New York Clinical Affiliate Agreement is available for review. Placement agencies, and the School of Social Welfare, are required to sign an affiliation agreement before a placement can occur. Upon receipt of a fully executed agreement, the School of Social Welfare will submit a request for Student Liability Insurance for the agency. Certificates of student liability will be sent directly by SUNY's broker of record. To receive a copy of the affiliation agreement, existing agreements, or certificates of liability insurance, contact the office at 631.444.2143 or sswpracticum@stonybrook.edu.

B. Agency Selection Criteria
The Office of Practicum Education is committed to social change and seeks new arenas of practice to extend professional practice. One way of accomplishing this is to seek out new placement agencies. The School of Social Welfare selects agencies whose orientation and practice is consistent with the School of Social Welfare's mission. Prior to selection and placement, agencies submit information about services provided and describe anticipated learning experiences available. It is the responsibility of the agency to inform the Office of Practicum Education of any changes within the agency. Agencies are evaluated to ensure that:
- The agency exhibits a professional level of practice;
- The agency provides a recognized quality of service in which the social work component is under the direction of social work staff;
  - Exceptions may be made for certain agencies who offer professional services that are not otherwise available in traditional social work agencies.
- The agency leadership supports professional education and practice and will provide an atmosphere in which a variety of meaningful education experiences can occur;
- The agency has a qualified Practicum Instructor as an integral member of agency staff;
- The agency is able to provide a variety of graduated and meaningful learning experiences at the micro, mezzo, and macro level for generalist and/or specialized practice;
- The agency is open to encouraging students to implement practice approaches reflecting classroom learning;
- The agency offers opportunities for the student to participate in staff meetings, conferences, and the usual work of the agency when appropriate.
- The agency is willing to provide students with an understanding of fiscal policies, organizational structure, functions, and managerial systems of the agency, and legal and confidentiality mandates that apply to the agency's service parameters; and
- The agency has an explicit safety protocol that addresses responses to emergency situations and physical and emotional safety of students.

C. Practicum Instructor Selection Criteria
Practicum Instructors are selected on the basis of their commitment to social change and general philosophic agreement with the Mission of the School of Social Welfare. Practicum Instructors must demonstrate an acceptable level of social work practice, an ability to supervise students, and an understanding of the conceptual framework within which social work is practiced. Practicum Instructors must have a Master of Social Work degree from an accredited School of Social Work; hold a New York State social work license; have at least three years of post-graduation supervised experience; and be willing to take Seminar in Practicum Instruction.

IV. Placement Planning

A. Placement Process
An offer of admission to the SSW does not imply a guarantee of placement in a specific area of practice or with a specific agency. Decisions regarding placement are made within the broad context of the learning needs of the student, placement opportunities and availability, and the nature of the supervision available. The placement planning process begins only after a student is admitted and enrolls in the graduate program. Students must wait to be contacted by the OPE to begin the process and must maintain contact with the OPE throughout the process. Any student who initiates contact with an agency, outside of the following procedures, will not be permitted to intern at the agency contacted.

1. Advanced Standing Placement Process
After admissions and enrollment, each student completes paperwork on Sonia where areas of interest, availability, a professional resume is provided, and the intended specialization is indicated. Once the paperwork is complete, students attend a placement planning orientation with Practicum Faculty to discuss available placement opportunities. Placements are explored that offer students the ability to work in a more complex environment with more difficult client cases and with problems that require multifaceted interventions. Students are not permitted to return to the same agency, or work with the same Practicum Instructor, as the first year of placement. Once options are identified, Practicum Faculty connects the placement agency and student and a pre-placement interview is scheduled. The student, Practicum Faculty, and prospective Practicum Instructor engage in determining the suitability of the placement. Note: Advanced Standing students are not permitted to intern at an agency where they are employed.

2. Placement Offer/Acceptance
Once an agency extends an offer for placement, and the student accepts the offer, the Practicum Instructor will complete the "Agency Placement Confirmation Form." At this point, the placement process is complete for the SSW. The student may still be required to complete the agency human resources onboarding process.

Once an internship is accepted, students are **not** permitted to accept an offer for full time, part time, or per diem employment at the agency prior to the end of the educational requirements. Students are not permitted to complete the minimum hours prior to the official end of the semester and/or year in order to accept an offer of employment.

B. Pre-Placement Screening Process
Some agencies require prospective interns to undergo screening(s), including but not limited to criminal background checks, social security trace, credit check, criminal history, drug testing, fingerprinting, child abuse screening, sex offender registries, etc., as a prerequisite to placement. Students placed at an agency that requires screening(s) are responsible for all costs related to the process. For students referred to Stony Brook Hospital, or its affiliates, CastleBranch is the vendor used to manage, collect, and verify the pre-placement screening(s). In this case, students need to register and pay for a CastleBranch account. Following screenings, the agency determines acceptance of the student. The SSW assumes no responsibility for obtaining student screening(s), paying for screening(s), evaluating the results of screening(s), or for providing the screening(s) information to agencies. Students may choose not to be subjected to one or more screening(s). Practicum Faculty cannot guarantee a referral that does not require screening(s).

C. Procedure for Failed Placement Planning

Students will be required to meet with Practicum Faculty for a consultation if:

- The student is offered three placements within the allowable distance and reasonable accommodations being met and the student declines to accept all three;
- The student interviewed with three agencies and were not accepted for placement;
- A combination of the above leading to three failed/rejected placements during the placement season and throughout the corresponding academic year.

The consultation meeting will include the student, Practicum Faculty and will include feedback from agency personnel conducting the interview. At the conclusion of the meeting, a written summary of any recommendations and next steps will be forwarded to all parties.

V. Student Expectations and Responsibilities

A. Professional Behavior
Students are expected to adhere to competency one - Demonstrating Ethical and Professional Behavior. Students are expected to embrace the National Association of Social Workers [Code of Ethics](#); adhere to the Stony Brook University [Code of Student Responsibility](#) and [Sexual Misconduct Policy and Procedure](#); the School of Social Welfare Technical Standards, Academic Expectations, and Policy Statement Concerning Heterosexism and Homophobia. These policies can be found in the [MSW Program Graduate Student Handbook](#)..

Stony Brook University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. While the University is a place where the free exchange of ideas and concepts allows for debate and disagreement, all classroom behavior and discourse should reflect social work values. As an extension of the classroom, students are expected to maintain the same values at placement agencies. Students have both the right to learn and the responsibility to participate in and respect the learning process. Practicum Instructors are expected to contact the Office of Practicum Education with concerns about student behavior.

1. Professional Licensing
While matriculated at the School of Social Welfare students may not engage in private therapeutic intervention (work) with clients, unless licensed by New York State for another professional degree (ex. LMFT, CASAC, etc.). Students may only engage in such professional practice for which a license or certification is held. A referral to the Academic and Professional Progress (APP) Committee will be initiated for any violation of this policy.

2. Professional Use of Title(s)
One of the principles enunciated in the [Code of Ethics](#) is that "the social worker should not misrepresent professional qualifications, education, experience, or affiliations." A strongly suggested title for interns is "Social Work Intern." Students must be honest about the limited time they spend with the agency and plan terminations accordingly.

3. Professional Use of Artificial Intelligence (AI)
In some courses, instructors may permit the use of generative AI tools (e.g., ChatGPT, Gemini, etc) for specific purposes to support students' learning and development of knowledge, skills, and awareness as they relate to course content and stated learning objectives.

Because Practicum education is a course within the School of Social Welfare that involves direct contact and working with clients, communities, and agencies, the use of generative AI is not permitted in this context under any circumstances.

When permitted, students may use generative AI for purposes such as task organization, generating initial drafts of written work, or supporting self-directed learning, provided that such use complies with academic integrity standards and confidentiality requirements and guidelines. Students must not upload ANY confidential client or agency information into external platforms or tools. Any AI-generated content included in course assignments or deliverables must be properly cited and carefully reviewed for accuracy.

Using Generative AI when working with any client-specific information, even if it is de-identified, can result in a breach of confidentiality. In order to maintain the ethics and standards of the social work profession, students may not use Generative AI in process recordings, case notes, agency documentation or any other related documents.

4. Professional Use of Social Media
Students will come into contact with individuals who utilize social media for various reasons. Students must be aware of what personal information they have publicly available on the internet. Students should maintain professional boundaries by keeping private social media accounts for the duration of the program and not initiating connection, or accepting connection requests with clients, agency staff, etc. Students must be guided by social work values and ethics and this responsibility extends to the virtual world. **(See Appendix D)**

5. Professional Use of Recording Technology
Students should be aware that recording meetings, supervision, case conferences, client contacts, collateral contacts, etc. without signed permission forms, and a verbal reminder at each encounter that it will be recorded, is a violation of the School of Social Welfare and Office of Practicum Education policy.

6. Professional Dress Code
Students are expected to maintain a professional level of dress during the entirety of the placement. See **Appendix E** for details on the professional dress code.

B. Responsibilities of the Student in Practicum Education

1. Responsibilities to Clients
- to practice social work in a disciplined manner and at the highest level of competence;
- to work to maintain and improve social work skills;
- to offer service promptly, courteously, and without prejudice, putting the client's interests first, before one's own convenience;
- to refrain from engaging in personal relationships of any kind with clients;
- to refrain from accepting gifts from clients or client's family; and
- to respect the privacy of clients, the right of clients to use services, and to prevent exploitation.

2. Responsibilities to Agency
- to fully cooperate with the Practicum Instructor and other agency personnel with regard to expectations about learning and reporting responsibilities including documentation, identification of goals, problems, and needs;
- to furnish all reports and other work required on time; to devote the required number of hours in placement; to respond flexibly when hours have to be modified because of client or agency need; to notify agency of anticipated absences and/or lateness; to keep Practicum Instructor and agency informed of whereabouts on agency time;
- to help Practicum Instructors define an educational focus based on learning needs;
- to carry out services and other activities in compliance with agency policy and practice, including home visits as indicated;
- to evaluate agency policies and practices and work responsibly for improvements;
- to enhance agency efforts, when possible, through meeting of client need(s),

development of new resources, public relations contacts, feedback, and sharing of new learning;
- to discover how one's own learning experiences may simultaneously promote one's growth as a professional and augment the agency's capacity to function effectively;
- to regularly attend placement, with three absences per semester being the maximum allowable time a student can miss placement; and
- disclose any prior relationships, or knowledge of, a client or service provider to the Practicum Instructor prior to engaging with them.

3. Responsibilities to School
- to maintain communication with both the Practicum Instructor and the Practicum Liaison on issues related to the placement experience;
- to provide feedback about the placement experience;
- to fulfill all educational requirements including completing the required hours;
- to participate in Practicum Education activities; and
- to responsibly budget time to allow for adequate attention to both class and placement.

4. Responsibilities to Self
- to identify learning needs and objectives;
- to be ethical in all activities;
- to complete required expectations;
- to apply self fully to learning and services;
- to demonstrate willingness to recognize the needs of others in the partnership system (i.e., clients, workers, Practicum Instructor, Practicum Liaison, community); and
- to immediately discuss any issues with the Practicum Instructor; including any interpersonal issues that may be occurring in the working relationship with the Practicum Instructor.

C. Practicum Education Schedule

1. Calendar
For the traditional program, Practicum Education is an academic year-long course which begins in September and continues through mid-May. For the modified program, Practicum Education is a calendar year-long course which begins in September and ends in mid-August. Each semester ends when the minimum number of hours are completed and the evaluation is submitted. Practicum Instructors and students have access to the Practicum Education Calendar on Sonia. Students are in placement when the agency is open, except as indicated on the calendar. If the agency is closed on a student's regularly scheduled placement day these hours **must** be made up by the student. Students are not permitted to start placement early, discontinue, terminate, end, or complete placement early.

2. Competitive Placements
A number of competitive placements require interns to complete 21 hours per week.

School based placements require students to continue in placement until the school year ends; typically in June.

Students are required to meet these specific expectations and the requirements **are not negotiable** at any point after the student accepts the placement.

3. Required Hours
For the traditional program, students are required to register for 6 credits in the fall and spring semester and complete 21 hours per week. For the modified program, students are required to register for 4 credits in the fall, spring, and summer and complete 14 hours per week. Students are required to attend placement at a minimum of three days per week.

Program	Fall/Spring/Summer Semester Credits	Hours Per Week
MSW Advanced Standing Traditional	6/6/0	21
MSW Advanced Standing Modified	4/4/4	14

4. Absences
The following are the policies/procedures for student absence from placement:
- Promptness and regularity of attendance are expected of all students;
- Students are required to notify the agency and Practicum Instructor, in cases of unavoidable absence or lateness, during business hours and confirm that the communication was received;
- Agencies are expected to respect any student's request for religious observance and school-sponsored activities;
- Students are not permitted to take time off to complete coursework; and
- Days that a student is absent from placement, for any reason, are to be made up.

5. Lunch and Dinner Breaks
Lunch, dinner, and other breaks are not counted as part of the student's hours. If students are in placement for more than six hours NYS requires that a 30 minute break be taken. Section 162 of NYS Labor Law provides as follows:

"Every person employed in or in connection with a mercantile or other establishment or occupation coming under the provisions of this chapter shall be allowed at least thirty minutes for the noonday meal, except as in this chapter otherwise provided. The noon day meal period is recognized as extending from eleven o'clock in the morning to two o'clock in the afternoon. An employee who works a shift of more than six hours which extends over the noonday meal period is entitled to at least thirty minutes off within that period for the meal period." (N.Y.S Department of Labor/Meal Period Guidelines)

"Every person employed for a period or shift of more than six hours starting between the hours of one o'clock in the afternoon and six o'clock in the morning, shall be allowed …forty-five minutes for a meal period when employed in or in connection with a mercantile or other establishment or occupation coming under the provision of this chapter, at a time midway between the beginning and end of such employment. *The Department will permit a shorter meal period of not less than 30 minutes as a matter of course, without application by the employer, so long as there is no indication of hardship to employees*" (N.Y.S Department of Labor/Meal Period Guidelines).

6. Extension of Hours
Students are required to complete internship hours during the fall and spring semesters. Students who fall behind in accruing hours are expected to forfeit school breaks in order to make progress towards completing the minimum required hours. In these situations, the student must alert the Practicum Instructor and Practicum Liaison so an educationally sound plan that preserves the integrity of the experience can be formulated. In creating this plan, all parties should note that students are not permitted to intern for more than 8 hours per day, or 21 hours per week total, in an effort to make up hours.

It is the policy of the SSW that students will not progress from the fall to the spring semester until all requirements of the fall semester are complete. An extension of hours request form must be submitted if the fall and/or spring hours will not be completed by the required date. The extension request is submitted by the student and approved by the Practicum Instructor and Practicum Liaison.

In order for students to be approved for an extension of hours they must complete a minimum of 85% of the required hours (267.75 hours for 21 hour per week students) no later than December 15 for the fall semester. Students must complete 85% of the required hours (589.05 hours for 21 hour per week students) no later than May 1 for the spring semester. Students who fail to meet the hour requirements by the specified date may not be allowed to move forward in the educational program until the hours are completed.

D. Assignments and Evaluations

1. Process Recording
Agencies vary in the kind of documentation required for client records. Students are expected to maintain appropriate and timely records of activities and to comply with the agency's use of forms and records and to respect confidentiality. It is **required** that Practicum Instructors and students utilize process recordings as a learning tool. Graduate students complete one to three process recordings per week. Practicum Instructors determine the number required based upon the educational needs of the student. Students are expected to allocate one hour per week, at placement, for completion of process recordings. The process recording format (micro, macro, and group) that students utilize is available on Sonia and process recordings must be submitted via Sonia.

2. Practicum Assignment
All graduate students are required to submit a Practicum Assignment on Sonia during each academic year. The assignment will be distributed to students each January via email.

3. Education Plan
The Education Plan is a roadmap for the academic year. It has four major purposes:
- To describe the goals that the student and Practicum Instructor have formulated regarding learning assignments, responsibilities and skill development;
- To assess the student's baseline level of competency at the beginning of the year;
- To describe the student's current and anticipated assignments; and
- To identify educational objectives for the academic year.

The education plan is completed once per year, after 84 hours are completed for 14 hour per week students and 126 hours are completed for 21 hour per week students, by the Practicum

Instructor and student. The completed education plan is submitted via Sonia. The education plan will be reviewed by the Practicum Liaison and shared with Practicum Faculty, if necessary. The education plan facilitates coordination between the SSW and agency by providing early identification of issues related to workload and assignments and offers an opportunity for the Practicum Instructor and student to identify any other placement related issues.

4. Evaluation Process
Evaluation of the student's performance is an important aspect of the student's professional development. The evaluation is based on the nine competencies and reflects the depth of knowledge, skills and values expected based on the academic year. Evaluation is a mutual process between the Practicum Instructor and student and entails an ongoing process of assessment. Practicum Instructors should plan a mid-semester evaluation conference and an evaluation conference four weeks prior to the due date of the written evaluation. The written evaluation should reflect prior discussions between the Practicum Instructor and the student,describe progress and areas for further development, and should be definitive about the boundaries of competence. Students should continue to develop and integrate the competencies throughout the year and achieve minimum competency standards of the year they are enrolled. Students must be given the opportunity to read the evaluation and discuss the contents with the Practicum Instructor. After the Practicum Instructor submits the evaluation, the student then completes the student portion of the evaluation. The student's submission verifies that the evaluation was reviewed.

A grading scale, including details about satisfactory/fail grades, is available on the evaluation. Performance expectations are provided as a tool to guide Practicum Instructors in the assessment and evaluation of student learning. A score of "4" which denotes competence, is considered a "satisfactory" grade. By the end of the year-long placement, a score of "4" or above is expected. It is understood that a certain level of growth is needed as students begin placement, therefore, average scores that fall below "4" for the fall semester are expected. If a student appears to be falling below the expected competence level, the Practicum Instructor should reach out to the Practicum Liaison to discuss the student's progress and arrange for a meeting with the student and Practicum Liaison to discuss the issues that are presenting in placement.

E. Practicum Education Grade
The Office of Practicum Education assumes responsibility for final decisions on all educational matters and will assign final grades for Practicum Education. HWC502/503 Practicum Education III/IV are graded as Satisfactory (S) or Fail (F). At the end of each semester, Practicum Liaisons review requirements to ensure that all documentation is complete and that evaluations are satisfactory. Once all documentation is received, and reviewed, a grade will be assigned. If the evaluation is not satisfactory, a meeting will be convened to discuss an educationally sound plan for the student. To receive a satisfactory grade for the fall and spring semester students must complete all items listed below:

MSW Students	
Fall Semester	**Spring Semester**
Orientation Attendance	Satisfactory Grade for the Fall Semester

Education Plan	Practicum Assignment
Fall Evaluation	Spring Evaluation
15 process recordings	18 process recordings
315 (Advanced Standing) Approved Hours on Sonia	378 (Advanced Standing) Approved Hours on Sonia

A failing grade for the fall semester will automatically place a student on academic probation, the matter will be referred to the Academic and Professional Progress Committee, and the student will not advance to the next semester of Practicum Education or Practice. A failing grade for the spring semester will automatically place a student on academic probation and the matter will be referred to the School of Social Welfare's Academic and Professional Progress Committee.

If an Incomplete is assigned in HWC502/503 Practicum Education II/III, all requirements must be completed and a satisfactory grade submitted one week prior to the beginning of the next fall semester. Otherwise the student will be required to enroll in the fall semester to continue completing Practicum Education requirements.

If a letter grade is not reported by the extension deadline appearing in the academic calendar, the "I" will automatically be converted to an "I/F" and will be utilized in the computation of the grade point average. A final grade appearing in the student's academic record may not be changed after one calendar year from the start of the term in which the grade was incurred. Students are responsible for seeing that the deadlines are met.

F. Procedure for Placement Related Issues
If students are experiencing issues related to assigned tasks, expectations, supervision, etc. during placement, the following steps should be taken, in order:
- Discuss the issues with the Practicum Instructor during weekly supervision or as needed;
- If the issue(s) persist, request a meeting with the Practicum Instructor and Practicum Liaison;
- If the issue(s) persist, request a meeting with the Practicum Instructor, Practicum Liaison, and Practicum Faculty.

G. Education Contract
There are situations when the agency or OPE may require the development of a Education Contract. Prior to an Education Contract it is important for the Practicum Instructor to speak with the student about all concerns, provide clear feedback, and time for the student to improve on areas of concern. If the student is still unable to meet expectations, the Practicum Instructor will contact the Practicum Liaison to explore the need for an Education Contract. If an Education Contract is needed, the student, Practicum Instructor, and Practicum Liaison meet to discuss goals, expectations, and timeframes for the student to meet all expectations. The Practicum Liaison will write the Education Contract with input from all parties. The Education Contract will be available on Sonia for the Practicum Faculty, Practicum Liaison, Practicum Instructor, and student. A follow-up meeting will be scheduled with the student, Practicum Instructor and Practicum Liaison to assess progress and/or need for further action or support. If a student remains unable to perform to expectations of the learning and/or behavioral goals

within the Education Contract, the student will be referred to the SSW's APP Committee to determine next steps.

H. Malpractice Insurance

An increasing number of agencies require that students possess individual malpractice insurance and the SSW **strongly encourages** students to consider this option. Each agency's position on this matter is determined at the student's pre-placement interview.

VI. Practicum Instructor Expectations and Responsibilities

A. Functions of Practicum Instructor

Practicum Instructors are employees of the agency. Practicum Instructors must demonstrate an acceptable level of social work practice, an ability to supervise students, an understanding of the conceptual framework within which social work is practiced, a commitment to social change, and a general philosophical agreement with the School of Social Welfare's mission statement. Practicum Instructors must have an MSW and/or BSW from an accredited School of Social Work; have at least three years of post-graduation supervised experience; and be willing to take the SIPI course. The specific functions of Practicum Instructor include:

- Providing students with an orientation to the agency including: the purpose, function, policies and goals of the organization; source(s) of funding; population and geographic area served; relationship of the agency to community partners; activities and services provided; evaluation methods used; expectations of student(s); personnel regulations; lines of communication; agency protocols; and HIPAA compliance;
- Continuously review the agency safety protocols **(see Appendix C)** with students;;
- Continuing with the student throughout the academic year;
- Being familiar with the School of Social Welfare's curriculum and objectives for Practicum Education;
- Being familiar with the Practicum Education Manual(s) and policies of the School of Social Welfare, Stony Brook University, and New York state as it applies to the social work profession;
- Utilizing the competencies as a guide to development of assignments and teaching;
- Providing initial assignments within four weeks so the student is learning by doing and increase the complexity of the assignments in accordance with progress;
- Establishing educational goals with the student within six weeks;
- Submitting all evaluations and paperwork on time;
- Reviewing and providing feedback on process recordings;
- Providing one hour of weekly individual supervision or following a shared supervision model;
- Provide 50% of the total weekly hours as an in person internship experience
- Selecting assignments and arrange for participation in activities that enhance the student's knowledge of micro, mezzo, and macro work **(See Appendix B)**;
- Supporting the student to develop as a social work professional;;
- Providing students with continuous feedback so they may become aware of strengths, limitations, and areas of development; and
- Conferring with the Practicum Liaison in relation to the student's performance and progress;

B. Supervision

The Practicum Instructor must provide regular and ongoing individual supervision with student(s) as the minimum requirement. Supervision is at least one hour for 14 hours per week students. Group supervision is a helpful addition to individual supervision for agencies with multiple interns. It is expected that Practicum Instructors will be available to students at times outside of scheduled supervision. Students are expected to attend supervision weekly and come prepared with an agenda. Students are also expected to submit at least one process recording per week, prior to supervision so that it can be reviewed.

A shared supervision model has been instituted with a number of agencies. This model provides a group of students with a qualified Practicum Instructor who provides weekly group supervision and individual supervision as needed. Students are placed in various programs within the agency and given a Task Supervisor. The Task Supervisor is responsible for the day to day supervision and assignment of tasks and the qualified Practicum Instructor provides the integration of social work values, ethics, competencies, and perspective to the students through group and individual supervision. The Practicum Instructor approves the students' hours on Sonia, and in consultation with the Task Supervisor, submits student evaluations.

C. Seminar in Practicum Education (SIPI)

All first-time Practicum Instructors are required to attend a 24 hour, twelve-session SIPI course taught by Practicum Faculty. The curriculum is created under the auspices of the New York State Area Directors of Practicum Education SIPI Subcommittee and is administered locally by each of the New York Area Schools of Social Work using the same curriculum. If SIPI was completed at another member school the Practicum Instructor does not need to retake the course. Practicum Instructors who have completed a comparable seminar at an unaffiliated School of Social Work may be exempt from this requirement upon approval by the Office of Practicum Education. Upon completion of the course, a Practicum Instructor may receive 24 continuing education contact hours approved through the New York State Department of Education towards renewal of their New York State social work license. The purpose of the seminar is to train new Practicum Instructors with the knowledge and skills needed to effectively meet the range of educational responsibilities in their role as Instructors of social work students. The course is only offered during the fall semester.

D. Leave of Absence for Practicum Instructors

At times, Practicum Instructors need to take a leave of absence. It is the responsibility of the Practicum Instructor to ensure that the accepted student(s) for the year-long placement receive supervision throughout the placement regardless of planned or unplanned leaves of absence. The Practicum Instructor should inform the Practicum Liaison and Practicum Faculty as soon as possible. The Practicum Instructor will also need to complete an updated Placement Confirmation Form with the new Practicum Instructor's information.

E. Practicum Instructor Entitlements

1. Auditing Courses

Practicum Instructors are eligible to audit one course per academic year in the Master of Social Work program. Permission of the Associate Dean is required to audit a course after notifying the Office of Practicum Education Administrative Assistant.

2. Continuing Professional Education

Selected School of Social Welfare conferences, colloquia, workshops, and continuing education courses are offered at reduced rates to Practicum Instructors. Priority is given to Practicum Instructors with the longest period of service to the Social Welfare. Practicum Instructors will receive advance information about continuing education courses offered by the Social Welfare.

3. Health Science Center Library

Practicum Instructors are given access to use the Health Sciences Center Library throughout

the academic year.

F. Functions of Task Supervisor

Some agencies will provide supervision from someone other than an Practicum Instructor. Task Supervisors can be a social worker who doesn't meet the Practicum Instructor requirements; a non-social worker; and/or someone who has expertise different from the Practicum Instructor. To have this arrangement implemented successfully, Practicum Instructors are expected to retain overall responsibility for the student's experience, remain accountable for the quality of all teaching, continue to meet with the student for supervision with the student, maintain primary responsibility for the teaching of social work, for the evaluation of the student's performance, and maintain contact with the Task Supervisor. Task Supervisors may also meet regularly with the student and confer with the Practicum Instructor for the student evaluations. Task Supervisors cannot complete forms on Sonia. It is the responsibility of the student to maintain clear, open, and consistent communication with Task Supervisors and Practicum Instructors.

VII. Practicum Liaison Expectations and Responsibilities

A. Agency and Student Initial and Ongoing Contact
Practicum Liaisons act as a collaborator and consultant to the Practicum Instructor and student. The focus of Practicum Liaison contact is to gain an understanding of the Practicum Instructor's teaching style and approach to the student's learning needs. Practicum Liaisons should identify whether any specific issues require intervention to aid the Practicum Instructor and student to achieve identified educational goals.

1. Agency Contacts
Contact with Practicum Instructors occurs a minimum of three times per semester. Contacts can include phone, email, and site visits. Contacts provide an opportunity for the Practicum Liaison to discuss student's assignments, skill level, knowledge base and value base with the Practicum Instructor, student, and staff that have been working with the student. The contact during each semester should include discussions on issues pertaining to supervision, assignments, teaching styles, learning styles, requirements, the integration of the core/advanced competencies in the assignments and supervisory discussions, as well as, the progress and challenges toward achieving competency. Contacts provide an opportunity to learn about the agency, the learning opportunities provided, to advocate for the best learning opportunities for the student, and act as a mentor and collaborator to the Practicum Instructor. When speaking about assignments, Practicum Liaisons should make sure that the assignment is appropriate for the student. **(See Appendix A).**

2. Student Contacts
Contact with students occurs a minimum of three times per semester. Contacts can include phone, email, and site visits. Contacts are made to ensure that the educational needs of the student are being met at the agency. Issues pertaining to supervision, assignments, and evaluations should be discussed. A discussion regarding the competencies should be included when speaking to the student. Each student should be contacted by the Practicum Liaison upon receiving the student assignment list. Each Practicum Liaison should be clear about the role and involvement throughout the academic year. Students are often hesitant to discuss questions or concerns because of fear of receiving a "failing" grade. Make sure to guide discussions to get to any issues being experienced. **(See Appendix B).**

B. Practicum Liaison Visits

1. Agency Visit
An agency visit should occur once per academic year. The agency visit contributes to the on-going collaboration between the School of Social Welfare, Practicum Instructors, and students regarding student performance and education. The student should be included in the visit. To facilitate each student's integration of the placement experience, a segment of the visit should provide the opportunity for student self evaluation and reflection of achievement of individual learning goals. It is important to make contact with the student prior to the visit and let them know why you are coming to the agency and ask if the student has anything to add to the agenda. This helps ensure that the student experiences the visit as student-focused.

The site visit may be orchestrated in a number of ways. The most traditional is for Practicum Liaisons to conduct a three-way meeting with the Practicum Instructor and student. This format provides the greatest attention to each individual learning situation. If the Practicum Instructor has a number of students, the Practicum Liaison or the Practicum Instructor may ask to meet with the students and the Practicum Instructor as a group. **(See Appendix C).**

2. Classroom Visit
Practicum Liaisons are assigned to a practice course of 20-25 students. Practicum Liaisons should reach out to the practice professor to schedule a time to visit in the first month of the semester (in person or via Zoom). This meeting is an opportunity to make introductions, to explain and clarify roles in the students' educational experience, and answer any initial questions early in the academic year. Practicum Liaisons and practice professors are expected to maintain contact throughout the academic year to discuss student performance.

C. Practicum Liaison Orientation Meeting
During the fall and spring semester, at least two Practicum Liaison orientation meetings will be arranged. These meetings are an opportunity for the entire team to meet, discuss any new or ongoing issues, and receive information about policies and procedures. Practicum Liaisons are expected to attend these meetings.

D. Practicum Liaison Contact Report
A Practicum Liaison Contact Report form must be completed after each contact and/or visit. One form on Sonia is used for contacts throughout the academic year, per student. If contact has been attempted, and no response has been received, that should be noted on the report.

E. Recommending Semester Grade
The Office of Practicum Education assumes responsibility for final decisions on all educational matters and will assign final grades for Practicum Education. Practicum Liaison(s) are responsible for reviewing all student work at the end of each semester and recommending a semester grade. See **page 21** for details on required assignments and the full grading policy.

VIII. Retention in Practicum Education

Terminating placement prior to the scheduled completion date is a serious step that must involve careful evaluation from all parties. It is expected that in situations where termination is being considered, considerable prior activity will have occurred to address the presenting issue(s). Practicum Instructors and students should initiate and maintain contact with the assigned Practicum Liaison as early as possible and before problems appear serious enough to consider a termination.

If the presenting issues cannot be resolved by the Practicum Liaison, Practicum Instructor, and student, the assigned Practicum Faculty and Assistant Dean for Practicum Education will conduct a thorough review of the presenting issues and challenges. Following the review, the Assistant Dean for Practicum Education will make a final decision regarding the student's placement. The final determination may include, but is not exclusive to, the following:

1. Continue in the same placement;
2. Assignment to a new placement mid-year with credit for some, all, or none of the hours already completed;
3. A leave of absence until the next academic year;
4. Assignment of a grade of "Fail" for Practicum Education;
5. Application of a Education Contract;
6. Referral to the APP Committee.

Referral to a new placement agency may be delayed. Students will be required to make up any missed hours at the new placement.

When a student begins a new placement, time is needed to become oriented to the structure, services, requirements, and expectations of the new agency. This adjustment requires time. Whatever the reason for termination, the student is required to complete an additional four weeks (84 hours total) to the minimum required hours. **This requirement is not negotiable.**

Whatever the basis for the student's leaving an agency prior to the planned end date, students are expected to terminate agency commitments in a responsible and orderly fashion. This includes meeting with the agency to determine what termination procedures must be followed. The student and Practicum Instructor will complete a Discontinuance from Placement form on Sonia. The Discontinuance forms are separate and only visible to the person completing the form and will only be shared with other person(s) in very limited circumstances, and with the permission of the original author.

If a student is discharged from, or leaves, two placements during the course of study, an immediate referral to the APP Committee will occur to address continued enrollment.

IX. Policies

A. Federal Policies

1. Health Insurance Portability and Accountability Act (HIPAA)
Students are required to complete a training on HIPAA regulations at the beginning of the program. Agencies are also expected to introduce students to the specific HIPAA policies and procedures that pertain to the agency. HIPAA is a federal law that seeks to protect sensitive patient health information from being disclosed without the patient's consent or knowledge. Student's experience in Practicum Education is an integral part of learning and case material is often used in classroom settings. Students must redact the material used in compliance with HIPAA so that client confidentiality is maintained. When discussing clients, or completing assignments that highlight client contact, students must remember that HIPAA privacy rules protect all information considered individually identifiable that is held in any format (name, address, birthdate, diagnosis, etc.). All identifiable information must be removed. Students are expected to contact the Practicum Instructor **before** submitting any assignment with any questions that may be held about the information provided.

2. Family Educational Rights and Privacy Act (FERPA)
The information below was taken from the Stony Brook University Graduate Bulletin:

The Federal Family Educational Rights and Privacy Act of 1974, as amended, sets out requirements designed to protect the privacy of students concerning records maintained by the campus. FERPA affords students certain rights with respect to education records.

These rights include:
- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent to school officials with legitimate educational interests, including but not limited to administrative, academic, or support personnel (including law enforcement and health services); University attorneys, auditors, or collection agents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by State University to comply with the requirements of FERPA. The Office's address is: Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202

FERPA becomes important to our jobs because we are often asked about the experience the student had at a placement prior to coming to/being placed at an agency. Questions about the student typically come up when we are working with a student having difficulty in the placement or we are seeking to replace a student. The Instructor often asks questions; how did the student do last year?; why is the student looking for a placement now?; are there

problems with this student? We cannot give any specific information on the student to the agency because under the law only specific individuals have access to the student education records. The student can give information so our work would be with the student helping them to be able to explain to the Instructor any educational needs. You and the student may also talk through what will be explained to the Instructor. If the student agrees then you may speak more plainly to the Instructor about the educational issues the student is having. Students must provide you with written permission to speak to the Instructor regarding previous experiences. Please speak to the Director if you have this situation.

3. Americans with Disabilities Act (ADA)

If a student has a physical, psychological, medical or learning disability that may impact course work, contact Student Accessibility Support Center (SASC), Stony Brook Union, SASC@stonybrook.edu, 631.632.6748. SASC will determine with students what accommodations, if any, are necessary and appropriate. All information and documentation are confidential. If substantiated the student may also alert the School of Social Welfare ADA Coordinator. SASC advises the School of Social Welfare on reasonable accommodations. Practicum Faculty may discuss accommodations needed for a student with a Practicum Instructor to enhance the student's learning experience.

4. Student Visa

To be eligible for Curricular Practical Training (CPT), students typically must be enrolled full-time for one academic year (two semesters). There is an exception for graduate students whose academic program requires immediate participation in an off-campus internship or placement. Since the Health Sciences Bulletin confirms that CPT is required during the first semester of this program, this exception applies to MSW students. "International students must consult Visa and Immigration Services before engaging in off-campus activities, as prior authorization (CPT, OPT, AT) may be necessary for F-1 and J-1 students." Students enrolled in the MSW program should contact VIS as soon as the placement planning process begins for each academic year. VIS can be reached at 631.632.4685 or vis@stonybrook.edu.

B. School of Social Welfare Policies

1. Access to Materials

The Office of Practice Education maintains an active file of student paperwork. Students have access to this file through Sonia. The record(s) are part of the student's permanent file. It is the policy of the School of Social Welfare to not provide copies of evaluations to any external person, entity, or prospective employer. Students should keep a copy of the evaluations for future needs.

2. Community/Home Visits

Community/home visits are an integral component of many agencies. Agencies are expected to take appropriate measures to ensure the safety of students. The same safeguards of good practice provided to agency staff apply to students with additional support when needed. The School of Social Welfare expects that Practicum Instructors provide appropriate and adequate guidelines and support to students undertaking this task. It is the students responsibility to follow up with the Practicum Instructor for training and best practices of community/home visits. Students and Practicum Instructors should review the Safety Tips in Placement and the Safety Checklist included in

Appendix C.

3. Travel By Students
Many agencies are located in Suffolk and Nassau Counties where public transportation is limited. Although there are a few placements available on, or near the campus, the School of Social Welfare cannot guarantee a placement that does not require access to a vehicle. The School of Social Welfare is unable to reimburse students for transportation or travel expenses. The agency may reimburse students for travel expenses incurred while conducting visits and/or travel related to assignments, in accordance with agency policy. The agency may permit students to utilize an agency vehicle if the necessary drivers license checks have been conducted. The agency cannot require, or request, that students transport clients in their own vehicle.

4. Labor Disputes at an Agency
The School of Social Welfare's position regarding a labor dispute/strike at an agency is that students **do not** cross picket lines. In the event of such labor action the agency and student should inform the Practicum Liaison and Practicum Faculty. The School of Social Welfare makes the decision as to whether or not the student(s) will continue at the current agency or be replaced. Time lost because of a labor dispute does not change the minimum hour requirements.

X. Software

A. Sonia

Sonia is a web based, student placement management, software system. Most forms are completed by students, Practicum Instructors, and reviewed by Practicum Liaisons on Sonia. Sonia will contain all information regarding assigned students and placements and most forms.
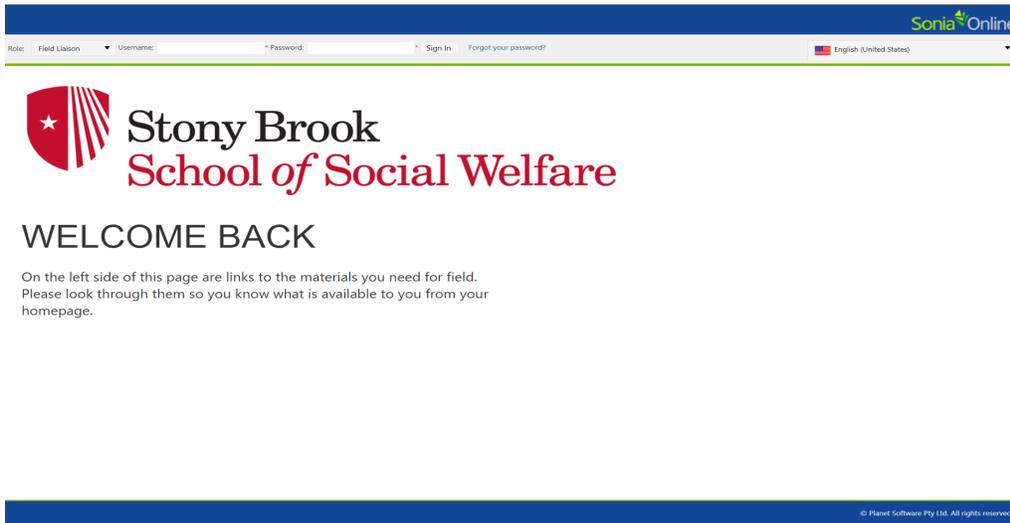
B. Brightspace

Brightspace is an online course management system used by Stony Brook University. All materials for Practicum Education are on Brightspace which is set up by course number (HWC301, 302, 500, 501, 502, 503). Practicum Liaisons and students can access Brightspace utilizing the NETID and password that is assigned.

XI. Practicum Education Committee

Student education occurs within a framework of close partnerships between the School of Social Welfare and agencies. To continue to work collaboratively with agencies and Practicum Instructors, the School of Social Welfare has established a Practicum Education Committee. This Committee is the forum for discussing issues related to the educational needs of our students and the integration of these educational considerations into agency work.

The Committee is composed of Practicum Instructors, Practicum Faculty, and students from the graduate, and undergraduate programs. The Committee addresses issues that impact the quality of student learning in placement.

In addition, the Committee:
- Reviews policies and makes recommendations for changes and for new policies;
- Serves as a forum for resolution of issues related to implementation of policies; and
- Reviews and acts on exceptions to policy and where necessary, makes recommendations to the Practicum Faculty of the School of Social Welfare.

Appendix A
Social Work Competencies

The CSWE has identified Practicum Education as the signature pedagogy of social work education. CSWE has moved to a competency based model. Competencies assist in providing direction for designing learning experiences and assignments that will help students gain practice in using and applying the competencies in different contexts. The SSW has two sets of competencies, one for generalist year students and one for the advanced year students. There are nine competencies with descriptions, as well as a set of behaviors integrating the knowledge, skills, values and cognitive and affective processes that complement each competency. There are also nine advanced competencies that provide reinforcement of the core competencies but are at a move enhanced, advanced and complex level

The criteria for undergraduate students emphasize the development of generalist practice while the criteria utilized for advanced standing students emphasize advanced year social work practice. These experiences enhance the application of theoretical knowledge and integrate the student's academic and experiential learning. Over time, the student's practice shows increasingly effective strategies in helping client systems counteract the negative impact of previous dysfunctional transactions. In addition, a deepening understanding of the way in which society's negative valuations related to race, gender, class, age, disability, sexual orientation, marital status, among others, is evidenced in the student's practice.

Assessment of the student is based on performance and proven ability to meet these basic expectations. Practicum Instructors and students are reminded that all learning occurs on a continuum. During the two years of professional education the student is expected to become increasingly skillful in applying knowledge from classroom learning to practice. The student's knowledge and intellectual understanding are frequently ahead of the ability to integrate this into practice. Closing the gap is the major challenge for the two-year experience.

Advanced Standing Competencies

Competencies & Descriptor	Behaviors
1.Demonstrate Ethical and Professional Behavior Advanced standing students adhere to ethical standards of professional behavior extended to all levels of practice. Advanced standing social work students articulate and advocate for social work values and ethics in practice, research and policy arenas. They consistently employ conscious self-reflection, self-monitoring, and self-correction in practice. Advanced standing students demonstrate enhanced professional judgment and behavior by:	● Model ethical decision making by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; ● Model professional behavior; appearance; and oral, written, and electronic communication; ● Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice Advanced standing students' understanding and appreciation of the importance of fundamental human rights regardless of position in society. They are knowledgeable about and able to respond to many forms of diversity and difference, power and privilege, and how these influence professional relationships and understanding of social problems at all levels of practice. Advanced standing students have an enhanced ability to challenge the structures that perpetuate oppression and embrace the obligation to advance human rights and foster social, economic and environmental justice. They demonstrate this extended and enhanced practice by:	● Modifies and adapts interventions to meet the needs of diverse social, racial, and economic constituencies and challenge oppression; and ● Use reflection and self-regulation to recognize and describe the impact of culture and diversity on one's personal and professional behavior.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Advanced standing students critically apply knowledge about anti-racism, diversity, and inclusion and extend it to all levels of practice. Advanced standing students have an enhanced ability to challenge the structures that perpetuate oppression and embrace the	● Proactively challenge the structures that perpetuate racism and oppression at the individual, family, group, organizational, community, research, and policy levels.

obligation to advance human rights and foster social, economic and environmental justice. Advanced standing students demonstrate an enhanced ability to apply research knowledge to enhance policy practice, human rights advocacy, client system wellbeing, and to work effectively with diverse populations including the recognition that diversity represents a source of strength among individuals and within communities that may assist in the accomplishment of social work intervention goals. They have enhanced skills to engage in community collaborations to advocate for policies to ensure that social goods, rights and responsibilities are distributed equitably. They demonstrate this extended and enhanced practice by:	
4. Engage in Practice-Informed Research and Research-Informed Practice Advanced standing students extend their ability to critically integrate scientific evidence into social work interventions across all levels of practice. Advanced standing students apply quantitative and qualitative methods to generate data and evidence from practice settings and demonstrate an enhanced ability to evaluate social policies and programs. Advanced standing students have an enhanced ability to draw on practice experience to inform the development of new knowledge through research. They demonstrate this extended and enhanced practice by:	● Analytically examines practice experience to inform systemic scientific inquiry.
5. Engage in Policy Practice Advanced standing students extend their policy practice competency by analyzing, evaluating, and intervening in the relationship between social policy at the global, federal, state, and local levels and the provision of social work services in communities and organizations. To empower communities and to give voice to those who have traditionally been voiceless in the formation of policies that affect their lives, advanced standing students have an	● Develops and advocates for social policies that enhance the delivery of and access to social services that adheres to an anti-racist and anti-oppressive lens; and ● Develops and advocates for social policies that advance human rights.

enhanced ability to engage collaboratively with organizational and community stakeholders to assess, formulate and amend policies to improve programs and services. They have an enhanced ability and commitment to advocate for policy initiatives based on insights and experiences gleaned from all practice levels. They demonstrate this extended and enhanced practice by:	
6. Engage with Individual, Families, Groups, Organizations, and Communities Advanced standing students routinely integrate insights from human behavior theories and research evidence to enhance engagement strategies with individuals, families, groups, organizations and communities while consistently maintaining a client-centered, strengths-perspective orientation. Advanced standing students have an enhanced ability to autonomously use interpersonal skills in relationship building across levels of practice, and to use empowering and culturally responsive approaches to engagement. They demonstrate this competency by:	● Consistently identify and implement theoretically informed engagement strategies; and ● Purposefully use differential engagement skills in a culturally responsive manner with multiple client systems.
7. Assess Individuals, Families, Groups, Organizations, and Communities Advanced standing students have an enhanced ability to assess individuals, families, groups, organizations and communities using a multi-level, structural approach to identify the locus of intervention targets. Advanced standing students have an enhanced ability to apply a complex matrix of human development, cultural, and life-cycle variables as well as relevant policy, environmental and structural issues to provide a strengths and evidence-based assessment of social change potential. Advanced standing students have an enhanced ability to engage in assessment processes using valid assessment tools, identifying the biases, challenges and limitations of assessment frameworks in relationship to diverse socioeconomic status,	● Demonstrate the ability to autonomously collect, organize, critically analyze and interpret client and system data in complex practice situations.

racial, ethnic, gender, sexual orientation, cultural and lifestyle factors. They demonstrate this competency by:	
8. Intervene with Individuals, Families, Groups, Organizations, and Communities Advanced standing students extend this competency by differentially applying multiple intervention strategies utilizing culturally grounded approaches with individuals, families, groups, organizations and communities. Advanced standing students use and critically analyze multiple theoretical perspectives and evidence-based practices to target obstacles encountered at multiple levels. They have enhanced ability to confront and manage individual social and behavioral determinants, family and group dynamics, and community and societal structural impediments to client health and well-being. They have an enhanced ability to autonomously choose, implement and monitor the appropriate steps and stages within intervention strategies while establishing procedures for process and outcome evaluation. They demonstrate this competency by:	● Demonstrate practice autonomy in selecting appropriate intervention strategies.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Advanced standing students extend their ability to value and carry out the evaluation of practice with individuals, families, groups, organizations and communities. Advanced standing students have an enhanced ability to autonomously choose and use appropriate evaluation tools to conduct process and outcome evaluations for the purposes of determining effectiveness of applied interventions across multiple client systems. They demonstrate this competency by:	● Engage in evaluation of social work intervention using appropriate methods and strategies for process and outcome evaluation at each level of practice.

Appendix B
Student Tasks and Assignments

The curriculum for first year students is based upon generalist practice and therefore, student tasks and assignments should incorporate a range of modalities. In addition, micro, mezzo, and macro level assignments should be assigned to give the student the opportunity to experience a broad base of professional roles and functions. Typically this should involve some direct micro level work with clients and some work with larger client systems in the form of group work, community outreach, and/or program planning/administrative tasks.

The second year curriculum provides students with theoretical background to both micro level and to macro level interventions. Second year student placement tasks should also combine modalities within micro, group, and macro practice assignments. The amount and balance will depend upon agency capability and student learning needs. With these broad guidelines in mind, the following list provides a range of possible tasks and assignments for students within the first and/or second year placement.

School of Social Welfare
Stony Brook University

Tasks and Assignments by Competency

1. Demonstrate Ethical and Professional Behaviors
- Discuss the NASW Code of Ethics in relation to agency services, culture and client(s);
- Demonstrate in a professional manner verbal, nonverbal, and written communication skills through client notes, process recordings, letter writing, report writing, case presentations, attendance at staff meetings, work with clients, and work with staff;
- Read agency mission, goals, policies and procedures and discuss during supervision;
- Attend and actively participate in staff meetings and interdisciplinary team meetings at the agency;
- Participate in community meetings representing the agency and the clients;
- Be responsible for case notes, meeting minutes, and other record keeping tasks;
- Interact with and seek feedback from social workers at the agency;
- Discuss the differences in social work roles from that of other human service and/or mental health professionals;
- Discuss the different social work roles within the profession;
- Discuss the differing responses to client situations depending on the type of organization a social worker is employed in;
- Demonstrate personal reflection and self-correction in supervision and/or via process recordings;
- Attend appropriate educational seminars, trainings, and/or conferences;
- Discuss through case examples the importance of maintaining boundaries;
- Read and discuss agencies protocol on ethical dilemmas;
- Use a case examples in supervision to discuss the possible conflict between personal and professional values in practice and ethical dilemmas;
- Engages in ethical decision-making, and critical analysis, including anticipating potential and unintended consequences with increasingly complex ethical dilemmas;
- Demonstrate the importance of relationships and the ethical implications of the power in those relationships;
- Discuss ethical implications of not supporting clients and communities to vote in social work practice and what policies may deter voter turnout; and
- Use supervision to discuss and determine strategies to engage individuals, organizations, and communities in voting.

2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Be assigned a case(s) that is of different culture/gender/age/ than student;
- Discuss in supervision a client's culture, values and history and how these may oppress, marginalize, alienate, or create or enhance privilege and power;
- Discuss in supervision how an individual, group and/or community's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim;
- Do research on the special populations served by the agency;
- Review process recordings and discuss how differences in life experiences influences thoughts and behaviors of clients;
- Discuss areas of personal growth needed in terms of cultural diversity;

- Develop outreach strategies that are culturally competent;
- Review what student learned in the classroom on culturally competent practice and its relation to the clients the student serves;
- Be provided with case(s) to implement culturally competent practice;
- Use process recordings to discuss culturally competent interventions used with clients; and
- Read and discuss articles/books on culturally competent practice.

3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Discuss in supervision these concepts and how the concepts relate to clients, agency policy, and governmental policies;
- Identify and discuss in supervision how the role of advocacy at the agency is used to advance social and economic justice;
- Be given the opportunity to work with those from traditionally oppressed populations; to better understand issues of human rights and social and economic justice;
- Discuss in supervision the impact of social and economic injustices on the clients;
- Develop client participation in design, implementation and evaluation of programs;
- Discuss in supervision whether the agency required paperwork reflects social justice and human rights for the client;
- Discuss in supervision how prejudice, individual and institutional racism impact decision making and choices clients make;
- Discuss in supervision how personal attitudes and biases may be reflected in the work being done with clients;
- Identify and visit referral agencies and report on assessments of services offered from a human rights/social and economic justice viewpoint;Review an assigned or closed case to assess how being a member of a population at risk impacts the life experiences and worldviews of the client(s);
- Review and discuss required readings or provide reading material on topic and discuss in supervision;
- Invite elected officials to the agency for a meeting or forum focused on advancing human rights issues; and
- Help people with prior felony conviction(s) to register to vote through public awareness and individual outreach in service delivery.

4. Engage in Research-Informed Practice and Practice-Informed Research
- Discuss practice wisdom, evidenced based practice, and theoretical frameworks in working with client population in supervision;
- Identify what framework was used when working with client system and critique;
- Attend seminars/conferences that will increase knowledge on research-informed practice;
- Review research course outline with Practicum Instructor and review how the agency's work with clients fits with classroom learning;
- Identify and discuss how research is used at the agency to support agency activities;
- Discuss evidence-based practices used at the agency;
- Discuss the role of practice wisdom in the planning and work of the agency;
- Work on agency (evaluation and/or agency) research;
- Conduct literature review on a practice area and discuss/present findings and relation to work done at the agency;
- Research allowable nonpartisan voter activities for 501(c)(3) organizations and/or

requirements for nonprofits in the 1993 National Voter Registration Act; and
- Identify elected officials at the local, state, and federal level and share the contact list with agency staff and/or clients.

5. Engage in Policy Practice
- Review agency's policy and procedures manual, focusing on agency mission, administrative and treatment policies and discuss the implications for service delivery;
- Identify commonly used referral agencies and become familiar with services of these agencies and appropriate referral policies and procedures;
- Discuss from a historical and structural perspective the impact social policy has had on individuals, families, groups, organizations and communities served at the placement;
- Research relevant city, state, and federal social policies and programs that impact services to agency clients and discuss in supervision implications for clients;
- Attend local governmental hearings which allocate funds for agency and discuss relevant aspects in supervision;
- Interview staff members involved in various agency programs to gain an understanding of individual philosophical approaches to the clients served;
- Attend Board of Directors meeting and demonstrate an understanding of the organizational structure of agency and the role of the Board;
- Contact county or state legislators on key issues impacting client groups;
- Compile a list of federal, state, and local officials serving on key legislative committees to discuss policies impacting client population;
- Remain current in knowledge of laws/policies which impact the agency and/or client system (ex: current events and news in the community, reading newspapers or local journals, etc.);
- Identify the key staff within the organization who are responsible for policy development and implementation;
- Develop strategies for program development that adhere to government and agency policies;
- Develop program goals/objectives;
- Research, assess and identify strengths and weaknesses of policy provision;
- Participate in advocacy lobbying activities at the legislative and bureaucratic level;
- Educate clients about human rights;
- Attend and actively participate on community councils and other relevant community organizations;
- Research legislative history of an existing or proposed policy;
- Prepare and present information in support of a policy or program reform**;**
- Implement and advocate for voter engagement activity policy at the agency and in the community; and
- Train clients and staff on advocacy, government, systems, and the importance of voting.

6. Engage with Individuals, Families, Groups, Organizations and Communities
- Be assigned a mix of micro (individual), mezzo (families and/or groups) and/or macro (organizations, communities, and/or governments) assignments;
- Identify and review engagement skills used in client interactions;
- Complete process recordings and identify and review engagement skills;
- Attend to interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance;

- Discuss classroom readings and discussions that have relevance to the work;
- Share information on voting and elections with clients, staff, and/or communities; and
- Integrate voter registration into agency services.

7. Assess Individuals, Families, Groups, Organizations and Communities
- Conduct bio/psycho/social/spiritual/environmental assessment;
- Develop a genogram(s), eco-map(s), sociogram(s), culturagram(s), community asset map(s), and PESTLE analysis for client systems during the academic year;
- Attend community meetings to assess community needs and/or gaps in services;
- Describe examples of ways to advocate for client systems;
- Apply strategies of ethical reasoning to a case situation to come to a decision for intervention/action;
- Identify and review skills used in client interactions through process recordings and discussion with Practicum Instructor;
- Develop strengths-based assessments;
- Develop mutually agreed-on intervention goals and objectives;
- Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
- Collect, organize, and interpret client data;
- Identify and/or work to develop services for unmet client and agency needs; and
- Assess political power of the community through voter turnout statistics by district.

8. Intervene with Individuals, Families, Groups, Organizations and Communities
- Negotiate, mediate, and advocate for clients;
- Identify developmental theory and how knowing theory impacts work with client;
- Initiate actions to achieve organizational goals;
- Provide long and/or short-term interventions with client systems.
- Complete process recordings and identify and review intervention skills;
- Discuss classroom learning and readings and/or assign readings that have relevance to the work the student is completing;
- Discuss strategies that may be relevant for work with client system;
- Facilitate transitions and endings; and
- Run voter registration drives at the agency or an event.

9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities
- Critically analyze, monitor, and evaluate the social work process (engagement, assessment, interventions) used with each client system;
- Review the effectiveness of the evaluation process including evaluation tools;
- Participate in collecting feedback from clients served;
- Incorporate feedback into practice;
- Communicate and disseminate evaluation results appropriate to the intended audience;
- Assess the differential impact of voting on diverse populations;
- Use strategic planning objectives to measure effectiveness of voter registration drives; and
- Identify measurable outcomes to voter pledge card drives (compared to public records).

Appendix C
Safety Tips in Placement

Stony Brook University
School of Social Welfare

Safety Tips in Placement For Students

Safety has various aspects, including, emotional, physical, in working with clients, and during home and community visits. Safety discussions and agency protocols should be ongoing.

Self-Care
- Create a self-care plan, including, exercise, nutrition, socialization, boundaries, etc.;
- Discuss concerns about work at the end of the day with the Practicum Instructor.
- Learn agency safety training information.

Home Visit Safety:
- Be aware of the agency's policies around preparing for and conducting home visits;
- Be aware that violence during visits is not a common occurrence but it is important to remain prepared even if the client doesn't have a history of violence;
- Engage clients with respect and compassion;
- Walk confidently into the home, stay calm and remain professional at all times, deep breaths help before entering a home;
- Prepare before leaving the office and be aware of all safety concerns about the client;
- Respect the client's space and property;
- Show concern about the client and the client's situation;
- Get to know the police officers in the neighborhoods frequented;
- Keep a detailed calendar with addresses, names and phone numbers and file numbers at the office, in the car, and leave a copy with the Practicum Instructor.
- Prepare the client for arrival time and ask who will be home at the time of the visit, including pets;
- Prior to home visits ask if there are any weapons in the home;
- Always check the surrounding area, drive around the neighborhood to know how to get out quickly if needed, observe the atmosphere of people in close vicinity to where the visit is, make sure there is enough gas and the car is facing the direction to exit;
- Avoid wearing jewelry or expensive items to any visit;
- Look at the size, number and kinds of shoes sitting by the door or around the apartment to get a sense of who is in the house;
- When knocking on the door, stand to the side of the door and hold the agency ID;
- Consider keeping hand sanitizer, wipes, antibacterial soap/lotion in the car;
- If a safety issue arises, find something to agree about with a client, instead of escalating a situation, and then leave;
- Always wait to be invited to sit and sit in a straight-backed chair close to an exit;
- Remain alert and observant at all times;
- Be mindful that entering a clients home can be an anxiety provoking event;
- There may be an agenda during a visit and deadlines to be met but be mindful that no one knows the client's story better than the client and you must give them time to speak.
- Set firm limits in a compassionate, respectful manner without judgment, using specific behavioral language;
- If verbal redirection does not work, move to limit reactions in a firm but flexible manner, offering choices when possible;

- Following a visit do a debriefing with the Practicum Instructor and all involved staff.

De-escalation Techniques - Suggestions to offer students:
- Use observational data to recognize the signs of escalation (client posture, eye contact, facial expressions, physical gestures, muscle tone, voice and speech patterns, etc.);
- Call for assistance when possible for direct assistance or to stand back and observe;
- Choose the safest possible location to talk to the client and consider moving other clients out of the waiting area;
- Use personal own body language (keeping a relaxed and empathetic stance, reasonable distance, lowered voice with slow speech, friendly and confident) to cue the client's body language toward calming down and self-control;
- Identify what the client's immediate goal is at the time;
- Express a desire to help without making promises that can't be kept;
- Avoid questions, statements, or information that may imply the client is to blame.

Community Safety - Help students think about these things:
- Know the agency's policies and procedures for safety in the community;
- Make sure the car has gas, is well maintained and has a local map available;
- Park cars facing the exit direction;
- Drive around the community prior to parking, taking note of key places and people;
- Carry a charged cell phone and store emergency numbers;
- Always leave a destination/daily planner in the office with contact numbers attached;
- Carry an emergency health bag in the car (latex gloves, first aid kit).

Agency Safety - Students should know:
- The safety related policies and procedures for the agency;
- The policies and reporting procedures related to sexual harassment at the agency;
- How to enter and leave the building safely (including before/after business hours);
- The check-in and check-out procedures;
- Any internal code for signaling the need for help;
- If it is acceptable to work with clients with the doors open;
- If the agency allows for physical restraint, the proper technique, and required training;
- Procedures for handling blood related incidents;
- Where the nearest fire extinguisher, stairway, and exit is located;
- What to do and where to go in case of a fire, loss of electricity, or natural disasters;
- What to do if agency personnel creates an unsafe or uncomfortable environment;
- Where emergency numbers are posted (police, fire department, poison control);
- The process for reporting injury at the agency;
- How to de-escalate clients;
- The agency policy in regards to clients who are under the influence of substances;
- How to safely arrange office furniture;
- How to use building security;
- How to use the phone to access help;
- How to use supervision in regard to safety issues;
- What to do and how to document when clients make threats towards others;
- Who to contact at the agency when there is an incident or threat;
- When to inform the Practicum Instructor of an incident;
- What the procedure is if there is a suspicion that someone has a weapon;
- Where to store personal items.

Safety Checklist

		Date
1.	Received and reviewed the Agency Program Manual.	
2.	Received and reviewed all safety protocols for the agency.	
3.	Reviewed agency policy on dealing with difficult situations.	
4.	Reviewed agency de-escalation techniques to use with clients.	
	a. Reviewed Stony Brook University, School of Social Welfare Safety Tips on De-Escalating Techniques with the agency.	
5.	Reviewed agency policy and procedures for remaining safe in the community.	
	a. Reviewed Stony Brook University, School of Social Welfare Safety Tips on Community Safety with the agency.	
6.	Reviewed agency policy and procedures on how to remain safe during home visits.	
	a. Reviewed Stony Brook University, School of Social Welfare Safety Tips on Home Visit Safety with the agency.	
7.	Reviewed agency policy and procedures on safety within the agency.	
	a. Reviewed Stony Brook University, School of Social Welfare Safety Tips on Agency Safety with the agency.	
8.	Reviewed agency policy and procedures regarding COVID-19.	

Students should review this checklist with the Practicum Instructor during the first supervision.

Appendix D
Social Media Guidelines

Stony Brook University
School of Social Welfare

Social Media Guidelines

In the 21st century social work professionals are constantly faced with new challenges: budget concerns, elimination of client services, increased liability issues, HIPPA regulations and violations, and the increased use of social media. Social media has grown tremendously over the last 15 years with the increased use of Facebook, Instagram, Twitter, YouTube, SnapChat, TikTok, WhatsApp, Reddit, and an ever increasing number of blogs/vlogs.

Approximately 46 million individuals, 12 years and older, now check social media several times a day. Among US adults, 69% report using Facebook and 73% report using YouTube on a regular basis. Instagram and TickTok are especially common among adults under the age of 30.

As a social work intern placed in a social service organization, students will come into contact with many individuals that utilize social media for various reasons. Students must be aware of the ways people can gather personal information on social media, connect with personal accounts, and learn about family and friends. It is important that students begin to look at social media not from a personal perspective but from a professional one. Professional image extends beyond the physical setting of agencies. Clients and staff of the agency will be able to view students as presented through social media. Students' professional self must be guided by social work values and ethics and this responsibility extends to the virtual world and technological world.

There are issues that should always be considered when using social media (Judd & Johnston, 2012);
1. Socializing with peers in a social setting may result in pictures and references taken within the context of a relaxed and friendly atmosphere that are posted by a friend who has not set his or her profile to private.
2. Identify relevant information that can be easily disseminated through social network sites and then shared with large and unknown numbers of people and groups – including clients, employees (current or future) colleagues and professional peers.
3. Sharing content and statements on-line may fall into the category of unprofessional behavior and can reflect poorly on the student, affiliated institutions, and the profession, as well as damaging client relationships.

As social work students, the NASW Code of Ethics should be followed. The Code responds to some of the issues we face as we use social media.
- Section 1.06 "*Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client.*" This may apply to "friending" or accepting friend requests;
- Section 1.07(a) "*Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research.*" This may apply to conducting online searches about clients;
- Section 1.07(m) "*Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of*

computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible." Make sure there is confidentiality at both the sender and receiver end;

- Section 4.06(a) "*Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.*" Clearly separate the professional and personal identity on social media. Protect relevant personal information that can be shared with others.

What Can Be Done?
Below are some suggestions that a student can do to protect clients, the agency, the school and themselves:

- Set personal information, pictures, and comments on private;
- Use a pseudonym on social media, blogs, and comments left online;
- Students should Google themselves to see what comes up;
- Recognize that inappropriate and unprofessional photos, comments and references posted online can interfere with credibility and damage reputations;
- Students should keep social work student status, agency, client population, and the School of Social Welfare in mind when commenting on any sites;
- Know all social media connections in real life and don't connect with past or present clients and/or family members.

Social Media may also be used in exciting ways to connect with other social work students, social work professionals, social justice issues and human service causes. Agencies may have a website or blog. These websites can and should be utilized appropriately. Students should talk to Practicum Instructors about the following issues:

- Does the agency have a policy about the use of social media?
- How much and what personal information is shared with former/current clients?
- How much and what personal information is shared with agency staff and colleagues?
- Is there any type of agency related information that should not be sent by email?

References

Auxier, B. & Anderson, M. (2021). Social media use in 2021. Pew Research Center.

Judd, R. G. & Johnston, L. B. (2012). Ethical consequences of using social network sites for students in social work programs. *Journal of Social Work Values and Ethics, 9*(1)1.

Perrin, A. & Anderson, M. (2019). Share of U.S. adults using social media, including Facebook, is mostly unchanged since 2018. Pew Research Center.

Appendix E
Professional Dress Code

School of Social Welfare
Stony Brook University

Professional Dress Code

The School of Social Welfare is committed to creating an environment where all faculty, staff, and students demonstrate the highest levels of respect and professionalism. Such an environment supports education and the ongoing development of professional practice. This policy governs student dress during, and in connection with, any assigned practicum placement.

A social worker entering the profession must recognize that professional appearance is crucial success. Therefore, social worker interns are expected to dress appropriately at all times. All interns should enter practicum years with the expectation that they will be required to dress in business casual attire at placement at all times. This dress code outlines the minimum acceptable standards for student attire during practicum placements.

Please note that your Practicum Instructor or internship agency may require a more formal dress code but never a more relaxed one. Students are financially responsible for meeting these requirements. If assistance is needed, please contact the Office of Practicum Education.

- **Final Dress Code Determination:** Practicum Instructor(s) and internship agencies will set the final dress code based on the specific event(s) and the site.
- **Unacceptable Attire:** jeans, shorts, skorts, yoga pants, leggings, pajama pants, miniskirts, short dresses, tank tops, crop tops, strapless tops, sweatshirts, hoodies, open toed shoes, crocs, sneakers, revealing or provocative clothing, outfits that do not cover undergarments, articles that have offensive or controversial language, symbols, or imagery, casual attire, excessive jewelry, clothing with excessive branding, etc.
  - Note: All of the above is unacceptable even if a student intern is told otherwise by their placement agency.
- **Branded Clothing:** Interns are permitted to wear clothing that includes the placement agency, Stony Brook University, and the School of Social Welfare logos. Clothing with other branding (including other schools, agencies, etc.) is not acceptable or permitted.
- **Fit and Condition**: All clothing must be properly fitted (not excessively tight or loose), as well as clean and in good repair.
- **Suits:** Suits (pant suits and skirt suits) and blazers are appropriate.
- **Pants/Skirts:** All pants/skirts should be solid khaki, tan, brown, black, blue, gray, or white. All pants/skirts must have a hem (no cutoffs) and pockets. Skirts must be knee length or longer.
- **Shirts:** Shirts should be collared, polos, blouses, or button down. Solid colors or minimal patterns are acceptable. Shirt sleeves cannot be rolled up above the shoulder.
- **Undergarments:** Appropriate undergarments should be worn at all times and not be visible.
- **Shoes/Sneakers:** Students are expected to wear close-toed, flat, comfortable, business shoes. Sneakers are only allowed with permission from Practicum Instructor(s).
- **Jewelry/Piercing(s)/Tattoo(s):** Minimal jewelry is permitted with permission from Practicum Instructor(s). Do not wear hanging hoops or chains that can obstruct your airway to prevent possible injury. Please note that some agencies prohibit wearing all jewelry, including earrings. Students should expect to be required to cover up all tattoo(s) and to remove all body piercings while at placement.

Appendix F
Practicum Liaison:
Sample Introductory Email for
Practicum Instructors

Subject: Practicum Liaison Introduction - Response Requested

Dear Practicum Instructor:

Welcome to a new school year! I am writing to introduce myself and tell you a little about my role for this academic year. My name is **INSERT NAME**. I will be the Practicum Liaison for your student(s) during the 2025-2026 academic year.

My role as Practicum Liaison will be to support you and the student(s) throughout the academic year. I look forward to speaking to you about the student(s), about the progress, assignments, and the agency. Please contact me immediately if any problems arise; this includes time and attendance issues. Often problems can be minimized or completely circumvented if I am made aware early in the process.

All students are required to write one process recording every week. At any time during the year, should the student have difficulty meeting this requirement, please let me know. Process recording formats suggested by the School can be found on Sonia.

While written evaluation is required once per semester, the student's evaluation process is a continuous one. Weekly, in supervision, the student's work needs to be assessed by both the Practicum Instructor and the student.

Please let me know that you received this email. Feel free to contact me with any questions, concerns, or to schedule a meeting. I can be reached at **XXX-XXX-XXXX** or via email at **INSERT Stony Brook University EMAIL**.

Sincerely,

Appendix G
Practicum Liaison:
Sample Introductory Email for Students

Subject: Practicum Liaison Introduction - Response Requested

Dear Student,

Welcome to a new school year! I am writing to introduce myself and tell you a little about my role for this academic year. My name is **INSERT NAME**. I serve as your Practicum Liaison during the 2025-2026 academic year.

My role as Practicum Liaison will be to support you throughout the course of the academic year. I look forward to speaking to you about the experience so far and progress this year. Please contact me immediately if any problems arise.

All students are required to write 1-3 process recordings every week. Process recording formats suggested by the School can be found on Sonia.

While written evaluation is required once per semester, the evaluation process is a continuous one. Weekly, in supervision, all work should be assessed.

Please let me know that you received this email. Feel free to contact me with any questions, concerns, or to schedule a meeting. I can be reached at **XXX-XXX-XXXX** or via email at **INSERT Stony Brook University EMAIL**.

Sincerely,

Appendix H
Sample Agency Visit Agenda

1. Student Practice

Review	Yes	No	Uncertain
Maintains professional presence			
Punctual			
Interacts well with clients			
Interacts well with colleagues			
Seeks out learning opportunities			
Actively participates in assignments			

Review current & anticipated future assignments

_____

_____

Access current workload - is there enough work for the intern?

_____

_____

Review students level of participation in the agency and program activities

_____

_____

Comments

_____

_____

2. Process Recordings

Review	Yes	No	Uncertain

	Yes	No	Uncertain
Submissions are timely			
Follows appropriate format			
Recordings are comprehensive			
Observations are clear			
Work shows evidence of planning			

Comments

_____

_____

3. Use of Supervision

Review	Yes	No	Uncertain
Prepares for supervision			
Brings an agenda			
Reflects on own work			
Active learner			

Has the student shared the practice course syllabus and assignments?

_____

_____

Is the student learning to integrate the competencies into practice?

_____

_____

Comments

_____

_____