



GRADUATE FIELD EDUCATION MANUAL

**HEALTH SCIENCES CENTER
STONY BROOK, NEW YORK 11794-8231**

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GRADUATE FIELD EDUCATION MANUAL

This Manual is for students, field instructors, and faculty. It includes the objectives, policies and procedures related to the shared responsibilities of the School, agencies, field instructors, and students regarding field education. All of the forms and calendars related to field education can be found on our website at <http://socialwelfare.stonybrookmedicine.edu/>. We encourage you to utilize this resource.

This material has been developed as a result of ongoing experience between the School and the professional community in our partnership to educate students for the profession. We hope the Manual will be helpful, and we value your ongoing suggestions and collaboration in improving the field education experience for our students.

Betty-Jean Wrase, LMSW
Director, Field Education

NOTE FROM THE DEAN

Let me begin by congratulating you on choosing social work as a profession. Today, many people dream of a career decision that encourages them to make change on large and persistent social issues, sometimes called “wicked problems.” This includes a commitment to end homelessness, interpersonal violence, and child abuse; to create fair and just mental health and immigration systems, and to end disparities in health outcomes, involvement in the criminal justice system, and educational failure among people of color.

As social workers you will be on the front lines of advocacy for social and economic justice. You can choose to be active in a venue ranging from a local neighborhood to global resettlement, and to work with any conceivable population from infants in early intervention programs all the way up through hospice. You can choose to combine roles as clinicians, researchers, policy wonks, administrators, advocates, and community organizers. Just about any population you want to work with, any social problem you would like to solve, or any level on which you want to make change, a social work degree will allow you to pursue your dream to realize social change.

I am delighted that you chose to explore your dreams at SUNY Stony Brook. Stony Brook University is a member of the prestigious Association for American Universities (AAU) and one of the nation’s premier centers for academic excellence. The School of Social Welfare is located within a rich interdisciplinary environment, one of five schools comprising the Health Sciences campus. The Health Sciences campus also includes Stony Brook University Hospital, the Cancer Center, Stony Brook Children’s Hospital and a growing network of community hospitals. In New York City, we are affiliated with the SUNY College of Optometry that serves over 70,000 patients a year. Many opportunities exist for collaborative research and training with the health sciences and other disciplines.

We are committed to preparing students for work in professional social work practice in the public and non-profit sectors of health and social welfare. The School’s curriculum, field internships, and our faculty emphasize a commitment to diversity, human dignity, and social and economic justice. Our faculty and students are involved in interdisciplinary practice, research, and training that develops, implements, and disseminates evidence informed models for innovative practice.

At Stony Brook you will prepare to work in the future – to learn to intervene at the source of the problems which impact people’s well-being; to study within interdisciplinary collaborations with students from other disciplines; and to build a world in which there is social and economic justice leading to success for all.

We are delighted that you have chosen to attend our School of Social Welfare.

Jacqueline B. Mondros, D.S.W.
Dean and Assistant Vice President of Social Determinants
School of Social Welfare

DEDICATION

The School of Social Welfare, Office of Field Education would like to dedicate this manual to the field instructors, student coordinators and agency administrators for their dedication to providing quality education to Stony Brook University, School of Social Welfare graduate social work students.

This manual is also dedicated to the creativity, tireless effort and constant support of Jeanne Finch Ph.D. Dr. Finch dedicated most of her professional life to ensuring that the field education experience was a positive learning experience for each student. She championed the importance of field education as an instrumental part of the social work curriculum in the School of Social Welfare. She taught so many of our dedicated field instructors how to teach, how to develop learning plans, how to patiently begin teaching our students at their learning point and to stay focused on the learning goals. She always aimed high and motivated both student and field instructor to do the best each could do.

We are proud of her contribution and hold in highest regard her invaluable dedication to the students and field instructors who have come through our School.

GRADUATE FIELD EDUCATION MANUAL

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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.

INTRODUCTION

A well-rounded education in social welfare is best obtained through the integration of theory and practice. Field and class education are integral parts of the graduate educational experience. The School of Social Welfare teaches social work from a generalist perspective utilizing the strengths perspective and person –in-environment as a basis in working with client systems. Our curriculum is guided by the nine social work competencies, the mission of the School and the theme social work in health. The field education component of the curriculum integrates the School's focus on generalist social work practice and social work 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 previous work experience.

During the first year of study, the curriculum concentrates on developing generalist practice for students to identify as an ethical social work professional, engage diversity in practice, advance human rights and social, economic and environmental justice, engage in practice-informed and research informed practice, and understand the impact engage in policy practice as well as engaging, assessing, intervening and evaluating all client systems within the clients' environment.

In the second year all students specialize in advanced generalist practice providing experiences which extend and enhance the experiences of the first year to strengthen the student's 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 consistent ability to work with more complex situations having multiple layers of intricacy within their field placements. In addition students may declare a focus area that defines their desired field of practice. Students must have one year of their field education experience at a site that incorporates the focus area into their practice while interning at the placement site. At present the School of Social Welfare offers focus areas in Health, Social Work in Higher Education, Health, Alcohol and Substance Abuse, Trauma, and Community and Political Social Action.

The student's field education experience includes supervision with a field instructor in a field placement agency approved by the Office of Field Education. The field instructor who has a MSW degree and is licensed in New York State, is an interested, concerned teacher, and a resource available to the student in the field. The field instructor has both administrative and educational responsibilities. S/he is 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 school'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 program goals of the graduate program are to ensure that students learn:

The goals of the MSW program are to:

1. Prepare advanced generalist practitioners who demonstrate ability to use their knowledge, values, and skills to work at the micro, mezzo, and macro levels of practice within local, national and global contexts
2. Educate graduates to utilize social justice and human rights frameworks in their work and to embrace social action practice;
3. 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.
4. Promote the ability of graduates to engage in critical, self-reflective and ethical practice
5. Develop practitioners who utilize strengths-based, person-in-environment and empowerment approaches in all their work that are informed by a respect for human dignity, diversity, and inclusiveness
6. Educate practitioners who are able to engage in research-informed practice models and who are able to contribute to the creation of knowledge in the field of Social Work by engaging in practice-informed research processes.

B. *Social Work Competencies (Appendix A)*

The Council on Social Work Education 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 2015)

The first year of the graduate program is a generalist year. As defined by Council on Social Work Education

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical

principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The advanced year of the graduate curriculum has one concentration which is Advanced Generalist Practice.

The competencies listed below are for both years. They are differentiated by behaviors per competency which are included in Appendix A.

Field education focuses on enabling students to demonstrate and apply the following competencies:

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

C. Academic Format

All Field Education and Social Work Practice courses are registered sequentially and taken concurrently. All students in the generalist year taking Field Education, HWC 500 and HWC 501, must take HWC 513 Practice I (fall semester) and HWC 514 Practice (spring semester) concurrently. Students move forward to the advanced year only if they have successfully completed both HWC 501, Field Education II, and HWC 514, Practice II. In addition, students are required to take courses in Human Behavior, Policy, Research, Social Work in Health Care and electives. Each student must work with an Academic Advisor, as well as review the Graduate Student Handbook, to establish an academic course of study.

In addition to regular full-time students, some students register in one of our Pathway options. Advanced Standing Students, considered second year students, are in the Pathway I Option, students utilizing their place of employment as their field education site are in the Pathway II Option while modified full-time students are in the Pathway III Option. Each Pathway student follows the academic format as outlined in the Graduate Student Handbook. [Note: Pathway students should refer to Section II, Part D, Field Education Hours, of this manual].

II. FIELD EDUCATION PLANNING PROCESS AND REQUIREMENTS

A. *Field Placement Basic Requirements*

There are basic requirements when considering a field placement site including those sites utilized by Pathway II students. While each placement is considered individually, the basic requirements are as follows:

- The field instructor is an integral member of agency staff and offers regularly scheduled weekly individual supervision lasting a minimum of 1 hour for a 14 hour per week placement and 1½ hours per week for a 21 hour per week placement. The shared supervision model may be utilized by an agency with approval by the Office of Field Education. This model includes weekly group supervision with individual supervision occurring every three weeks or another agreed upon time frame. It is expected that the field instructor will be available to the student at other times outside of set supervisory time.
- The agency agrees to provide a range of experiences that relate to generalist and/or advanced generalist practice. Agencies participate with the School in educating students for professional practice in a variety of settings. In keeping with the mission and the practice orientation of the School, field instructors are expected to encourage students to plan interventions that encompass networks and significant others with whom the client system is in meaningful transaction; such as family members and institutions impacting on clients' lives.
- The agency provides the student 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.
- The agency has an explicit safety protocol that addresses agency's response to emergency situations, physical safety in the agency, physical safety in the field and emotional safety as they apply to the student's work within the agency. Direct communication and discussion of these agency based safety protocols between Field Instructor/Agency Representative and the student(s) placed at the agency is required.
- Provision must be made by both the School and the agency for consultation between field instructors and appropriate School faculty.
- Field instructors supervising for the first time are required to take the Seminar In Field Instruction (SIFI, See Section V, F 8).

B. *Student Workload – Type of Assignments*

The workload of each student should include:

- Assignments that emphasize micro, mezzo, and/or macro practice as well as including some exposure to all of the above practice modalities.

- Assignments must provide in-person contact with clients and constituencies
- An adequate number of assignments that provide an opportunity to work with people or issues encompassing varying ages, cultures, ethnicities, socio-economic backgrounds, life styles, and the historically devalued and oppressed.
- Experience in providing concrete services in areas such as, employment, housing, transportation, finance, education, legal, and health.
- Experience in intake, collaboration, use of consultation, referrals, research, committee work, community contacts, and/or work with groups.
- Experience in identifying and/or working to help develop services for unmet client needs.
- Experience in long and/or short-term intervention of various modalities with client systems.

Refer to Appendix B for examples of appropriate tasks and assignments:

With the above in mind, first year students are introduced to generalist practice and workloads should incorporate a broad range of social work roles and modalities. Typically this should involve some direct micro level work with clients (in-person contact) and some work with larger clients systems either in the form of group work or community work and/or program planning/administrative tasks.

All second year students are in the advanced generalist specialized area of practice therefore they are introduced to theoretical frameworks of both micro and macro level interventions. Students may focus or specialize in a specific area of practice and are expected to have the opportunity to experience an advanced level of roles and functions of social work practice and be able to demonstrate the advanced social work competencies. The amount and balance will depend upon agency capability and student learning needs. The goal for the advanced year student in their field placement is to be provided practice experiences that are multi-layered and complex and will augment and extend social work knowledge, values, and skills to engage, assess, intervene and evaluate within the advanced generalist specialized area of practice. Student assignments must provide in-person contact with clients and constituencies.

C. *Assignment of Students to Field Placement*

Decisions regarding individual placements are made within a broad context. The learning needs of each student, placement opportunities, and the nature of the supervision available must be considered. Knowledge about each individual student's needs is matched with knowledge of the agency and the field instructor. The Office of Field Education, the student and the agency participate in the final placement decision

The placement process of incoming students begins during the spring semester. Each accepted students receives information regarding field education requirements and expectations soon after the offer of acceptance to the school is received. Information regarding field placement interests is provided to incoming students and completed and returned to the Office of Field Education. A field faculty member is assigned to each

incoming student and that faculty member begins the placement process by assessing a variety of factors including the student's interests, background, education, and previous experience. The assigned faculty member then locates an appropriate site that will provide the student with an appropriate learning environment. The faculty maintains contact with the student and the agency throughout the placement process. A pre-placement interview is required. The student visits the agency and meets with the field instructor, or field education coordinator. The student, field education faculty, and prospective agency/field instructor engage in determining the suitability of the placement and the specifics of the educational plan.

During the spring semester of the first year, students begin the process of field placement selection for their second year. The student completes a "Second Year Field Education Planning Form" which includes information on the student's interests, goals, and the nature of the student's current placement. Once completed, an appointment is scheduled with a member of the field education faculty to further discuss placement opportunities. Field education faculty actively engages second year students in the selection of their placement. Learning needs, strengths, and areas of focus for second year are identified in the meetings between field education faculty and the student so that a placement match can be made. In order to expose students to the broad range of roles and functions of social work practice, second year students are placed in a different type of program/agency from their first year placement experience. We particularly select field placements that offer advanced generalist students the ability to work in a more complex environment with more difficult client cases, and with problems that require multifaceted interventions. Once possible options are identified, field faculty contact the agency and communicate as much information as is needed to secure the best possible match for each student. Students then visit the agency for a pre-placement interview with the field instructor/student coordinator and the suitability is determined.

The field education policies for the placement process for all students include:

- Students must communicate directly with a faculty member of the Office of Field Education regarding placement interests and options
- Student must not contact an agency without field faculty approval
- Students must schedule and attend a pre-placement interview with the potential placement site
- Student and Agency must submit a placement confirmation form
- Student must adhere to agency specific requirements for placement
- Placements for the second year cannot be in a similar program as their first year experience
- Field education faculty, and prospective agency/field instructor and the student engage in determining the suitability of the placement after the pre-placement interview.

D. Field Education Calendar

The Field year of the School of Social Welfare is comprised of 33 weeks beginning in September and continuing through mid-May. The year is divided into two semesters. Each semester is discrete from the other and the transition is marked by the completion of the required minimum hours and an end of semester evaluation indicating the level of the student's performance. A minimum of eight Field Education credits (462 Field hours) is required for each year in field placement. (Pathway I students are required to complete 12 credits for a total of 693 hours.) **The field education requirement each year is comprised of both the completion of 33 weeks plus the minimum of 462 (693) field education hours.**

Prior to each semester, a field education calendar is sent to all agencies. Students are in field placement when the agency is open, except as indicated on the field education calendar. If other arrangements are necessary for the student and/or the agency, field education faculty must give prior approval. Students' schedules conform to agency schedules. Students are not in field placement when the agency is closed. If the agency is closed on a student's regularly scheduled placement day these hours **must** be made up. The agency is expected to respect the student's wish to arrange hours that allow for religious observance.

Agencies are expected to excuse students from field education for special events planned by the School if the student is scheduled to be in field on the day of an event. In regards to a School sponsored event the student and/or the Office of Field Education will inform the agency in time to permit appropriate planning. Special events sponsored by the School enhance the students' level of practice. Although the School may request that students be allowed to attend such event it is ultimately up to the discretion of the field instructor to allow the time to count towards field hours or to have the student make up the time.

E. Field Education Hours

Graduate students must register for a minimum of 4 credits (14 hours per week) for field education. Students may also register for 6 credits (21 hours per week) of field education when the school, agency, and the student have agreed to this arrangement. See the chart below for the number of field education hours required. For students enrolled in Pathway I, the Advanced Standing Option, a 21-hour a week placement (6 credits per semester) is required.

Students approved for Pathway II (Students using place of employment as a field education site) and Pathway III (Modified Full-Time) can only register for 4 credits of Field Education per semester (14 hours per week).

Credits per Semester	Hours per Week	Hours per Fall/Spring Semester	Weeks per Year
4	14	210/252	33
6 (required for Advanced Standing students)	21	315/378	33

For students who are unable to negotiate the 14 hour per week requirement, the Office of Field Education will consider the possibility of a placement that progresses weekly at less than 14 hours but more than 10 hours per week. This is possible only if the agency agrees and the Office of Field Education is satisfied that this arrangement does not compromise the education of the student. This is a formal agreement made at the time of placement. If this arrangement is approved, students must still plan on being in placement each day for no less than 4 – 5 hours AND students are required to extend their placement beyond the normally expected 33 weeks to reach their required minimum field education hours. **Regardless of agency, School, or student schedules, students must complete the total minimum required field education hours.**

Periodically a student may have difficulty completing the required minimum hours in a timely manner due to unforeseen circumstances. In these situations, the field instructor and student must alert the assigned field liaison who will alert the Office of Field Education so that an educationally sound plan that preserves the integrity of the educational experience can be formulated. Although a plan can be devised that extends the time a student is allowed to complete field education hours, this is done in consultation with the field instructor, Office of Field Education and student. It is School policy that students may not be allowed to progress to the following semester until all requirements of the first semester are complete.

F. Field Education Written Assignments

Students are required to submit an assignment including a process recording/log to their field liaison during the academic year. First year students submit two assignments (one per semester). Second year students submit one assignment during the mid-year. Details regarding this assignment will be distributed to students. Assignments are completed on Blackboard.

G. Lunch and Dinner Breaks

If students are in placement for more than six hours New York State requires that a minimum 30 minute break must be taken. **Lunch and dinner breaks are not counted as part of the student's total field education hours in placement.**

Section 162 of the New York State 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) Therefore we allow for 30 minute dinner break for students.

Based on this requirement the Office of Field Education has always required students to take a minimum of a 30 minute break if in placement more than six hours. **This MUST be reflected on the student's time sheet.**

H. Absences

Following are the policies/procedures for absences:

- Sick days, personal days, religious holidays, agency holidays, etc. are to be made up by students as previously outlined.
- The student is required to contact and notify the field instructor/agency, in the case of unavoidable absence or lateness. Contact efforts with the field instructor/agency must be made during business hours and should not include text messages or email messages exclusively. In the event that the student cannot contact the field instructor/agency the student must contact the Office of Field Education.
- Promptness and regularity of attendance are expected of all students.

I. Travel by Students

Many field education sites are located on Long Island in Suffolk and Nassau Counties. There is minimal public transportation in both counties. Although there are a few placements available on, or near the campus, the School cannot guarantee a field placement that does not require an automobile.

The School is unable to provide transportation or travel expenses for students. It is anticipated that the agency will reimburse the student for travel expenses incurred in

making field visits and/or travel related to the student's field assignment, in accordance with agency policy.

Students may be requested, by the agency or client, to transport clients in their own automobile. The School advises strongly against such practice. However, the decision as to whether to use his/her own automobile for this purpose is solely the student's. The School assumes no responsibility in such instances. If students choose to transport clients in their own vehicles, they should check with their own insurance companies as to whether they are covered by their own policies and should also inquire as to the agency's policy regarding liability when transporting clients.

J. Home Visits

Home visits are an integral component of many field placements. Agencies are expected to take appropriate measures to minimize danger and ensure the safety of students. The same safeguards of good practice provided to agency staff apply to students. In addition, additional support may be warranted. The School expects that field instructors provide appropriate and adequate guidelines and support to students undertaking this task. Questions concerning this aspect of field education should be directed to the Office of Field Education. Please review the Safety Tips included in Appendix H.

K. Insurance

An increasing number of agencies require that students possess individual malpractice insurance and the School of Social Welfare strongly encourages students to consider this option. The agency's position on this matter is determined at the student's pre-placement interview. Students may purchase malpractice insurance after becoming student members of the National Association of Social Workers. Students may contact: NASW 1-800-638-8799 or www.socialworkers.org

L. Background Checks

Students are advised that some of the facilities used for field placement require students to have a criminal background check or drug screening completed as a prerequisite to student's placement. Such background checks may include, but not limited to, Social Security trace, criminal history, drug testing, fingerprinting, and sex offender registries. Students placed in a facility requiring a background check and/or drug screening are personally responsible for obtaining the background check or drug screen (including cost unless the site assumes the cost) and may bear the responsibility of delivering the required documentation to the facility. Following these background checks, it will be the decision of the site to determine acceptance of the student into its program(s).

Students may choose not to be subjected to a background check. The Office of Field Education will work with the student to identify another appropriate site, but cannot guarantee referral to an alternate site that does not require background checks.

The School of Social Welfare will assume no responsibility for obtaining student background checks or drug tests, paying for the background checks or drug tests, evaluating the results of the background checks or drug tests, or for providing the information to placement sites.

M. *Americans with Disabilities Act*

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services (ODSS), ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you 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. The ODSS advises the student's School of Social Welfare faculty on reasonable accommodations. The Office of Field Education faculty may discuss accommodations needed for a student with a field instructor to enhance the student's learning experience. .

N. *Labor Disputes at Field Education Agency*

The School'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 Office of Field Education. The School makes the decision as to whether or not the student(s) will have a choice of continuing at the agency during the strike period. Time lost because of a labor dispute does not change the total hour requirements for field education.

III. SCHOOL EXPECTATION OF AGENCY/SUPERVISION

A. *Supervision*

The agency's field instructor must provide regular and ongoing supervision. A weekly scheduled individual conference with the student is the minimum requirement. The weekly conference must be at least 1 hour if the student is doing a 14 hour a week placement and at least 1 ½ hours if the student is doing a 21 hour per week placement. Group supervision is a helpful adjunct to individual supervision.

The Office of Field Education has instituted the shared supervision model with a number of agencies. This model provides a group of students with a qualified field instructor who provides weekly group supervision and individual supervision every 3 weeks. The students are placed in various programs within the agency and are given a task supervisor who may or may not be a social worker. The task supervisor is responsible for the day to day activities of the student and the licensed MSW field instructor provides the social work perspective to the students through group and individual supervision. For further information regarding the shared supervision model of field education please contact the Office of Field Education

In both our initial contact with the agency and in our Seminar in Field Instruction, we require field instructors to review the agency safety protocols with their student(s) as well as review anything specific they want their student to follow. Safety issues should be incorporated into supervision time so that students may discuss their concerns and /or gain information on how to deal with a safety issue that might present itself to them in their practice.

Field Instructors should refer to Appendix B regarding appropriate tasks and assignments for students. In addition the competencies and performance expectations should be reviewed. These can be found in Appendix A and Appendix D. Field instructors should review these to have a good understanding of the knowledge and skill level we expect students to acquire.

B. *Recording*

Agencies vary in the kind of recording required for their permanent records. Students are always expected to maintain appropriate records of all their activities and to comply with the agency's use of forms and records and to respect confidentiality. In addition, it is required that field instructors and students utilize process recordings/logs as a learning tool. Process recordings are typically used in the review of individual, family, or group work while logs are typically used in the review of administrative or macro level assignments.

The Office of Field Education has a process recording format that all students must utilize. The process recording format includes a structure for individual, group and macro assignments. It is provided as Appendix C of this Manual.

Graduate students complete one to three process recordings/logs per week. Additional process recordings/logs may be required based upon the educational needs of the student. Field instructors are expected to provide 1 – 2 hours of a student's weekly field education hours for the completion of process recordings. Some process recordings are to be available for review by the Field Liaison and/or School faculty.

The field instructor may also require a variety of other recording methods such as audio or videotapes or a written summaries of work undertaken for a specific task. The number and frequency of such recordings will be determined by the field instructor and the student based on the student's learning needs.

C. *Educational Plans and Contacts*

The Sixth Week Field Educational Plan

The Sixth Week Field Educational Plan is a plan for the academic year. It has four major purposes:

- To describe the goals that the student and field instructor have formulated regarding learning assignments, responsibilities and skill development;

- To assess the student's level of competency at the 6th week of field education
- To describe the student's current and anticipated assignments; and
- To identify educational objectives for the academic year.

The Sixth Week Educational Plan is emailed to field instructors at the appropriate time to allow for completion. The form should be completed with the student. The completed plan is then sent to the Office of Field Education. The plan will be reviewed by the field faculty and field liaison and shared with appropriate faculty if necessary. This Educational Plan facilitates coordination between the School and the agency. It provides early identification of issues related to workload and assignments and offers an opportunity for the field instructor and student to identify any other issues that should be dealt with between the agency and School. Please refer to the Performance Expectations in Appendix D to use as a guide to when competencies behaviors we have outlined should be met. Please note that if you would like a copy of the Sixth Week Educational Plan you must call the Office of Field Education.

Field Education Learning Contracts

In addition to the Sixth Week Educational Plan, it is sometimes helpful to devise a learning contract that specifies learning goals and objectives, and outlines timeframes and specific strategies aimed toward achievement of the identified goals and objectives. The learning contract and the process of creating it act as a support to students and field instructors in their efforts to target specific goals.

There are situations when the School may require the development of a learning contract. In those cases the student, field instructor and field liaison meet to discuss the learning goals and the ways to reach those goals. In these situations the Field Liaison will develop the learning contract with input from all parties. The Office of Field Education must approve the learning contract. A copy of the learning contract will be given to the Office of Field Education, to the liaison, to the field instructor and to the student.

D. The Evaluation Process

Evaluation Process

The evaluation of the student's performance in field education is an important aspect of the student's professional development. Evaluation is a mutual process between supervisor and student and entails an ongoing process of assessment. Evaluation discussions may be held at any time. It is suggested that field instructors plan a mid-semester evaluation conference, as well as an evaluation conference four weeks prior to the due date of the written evaluation. There is a specific evaluation for the Generalist Year (1st Year) graduate students and a different evaluation for advanced year (2nd Year) graduate students. Each is based on the competencies and reflects the depth of knowledge, skills and values expected at each level.

Performance Expectations are provided as a tool to guide Field Instructors in their efforts to assess and evaluate student learning. Please see Appendix D. They are laid out by each of the nine competencies and are broken down by generalist year and advanced generalist year. While the Performance Expectations reflect behaviors that should be accomplished by the end of the fall semester (mid –year) please use this as a guide for what to look for and what to address, as skill development and competency integration are fluid and an ongoing process. The student should continue to develop and integrate the competency throughout their time in field placement. The competency description and behaviors are different for each level of the MSW program. The goal is for the student to achieve the competency standards of the year they are in whether it be generalist or advanced generalist.

The School requires written evaluations at the end of each semester. The written evaluation should reflect prior discussions between field instructor and student and describe progress and areas for further development. It should be definitive about the boundaries of competence. The field instructor is responsible for completing the evaluation. The student must be given the opportunity to read the evaluation. The field instructor and student then discuss it and may agree on changes. Both sign the completed evaluation. The student's signature verifies that the student has read the evaluation. In addition to the content, the signature of the field instructor verifies for both the School and the student that the student has completed the required number of field education hours.

The completed evaluation is submitted to the Office of Field Education. It must include a completed face sheet and signatures of both the field instructor and the student and follows the guidelines outlined on the evaluation. It is School policy not to provide copies of evaluations to any one or any entity with the exception of faculty and University personnel. This includes prospective employers. Students should always keep a copy of each of their evaluations for future needs.

The student may attach an addendum to the evaluation if he/she feels it is necessary. The addendum is written by the student and should reflect the student's perspective on his/her field experience. It is a communication to the Office of Field Education with a copy provided by the student to the field instructor. If you would like a copy of the evaluation please call the Office of Field Education.

Field Education Grade

The School assumes responsibility for final decisions on educational matters. The faculty in the Office of Field Education assigns grades for field education.

Field Education (HWC 500 - HWC 503) is graded Satisfactory (S), or Fail (F). A Fail grade in Field Education automatically places a student on probation; and the matter is referred to the Academic Standing Committee. A student receiving a fail grade in Field Education may not advance to the next semester's Field course or to the next semester Practice course. Reserved (R) grade is used where the time requirement has not been met, or where there is serious question regarding a student's performance, or more time is needed before a definitive decision regarding a grade can be made or when an

evaluation has not been submitted. Timely submission of evaluations is essential in processing a student's field education grade.

E. *Health Insurance Portability and Accountability Act-HIPAA*

Students in field education receive an introduction to the requirements of HIPAA regulations prior to the start of placement. Agencies are expected to introduce students to the specific HIPAA policies, and procedures that pertain to their facility.

IV. SCHOOL EXPECTATION OF STUDENTS

A. *Professional Behavior*

Students in field education are representatives of the agencies they are placed at and are to conduct themselves in a way that reflects their accountability to the client, the agency, the community, the School, and the social work profession. Students are expected to embrace the profession's Code of Ethics (National Association of Social Work) and adhere to the University Code of Conduct. In addition, all students are to adhere to the "School of Social Welfare Student Conduct Code", and the School Policy of Sexual Harassment. Field instructors should also review these documents. The three stated policies are included as Appendix G. The NASW Code of Ethics is reviewed and discussed throughout the curriculum. The integration of the Code into social work practice specifically occurs in the required practice courses.

While students are matriculated in the School of Social Welfare they may not engage in private therapeutic intervention (work) with clients, unless they are licensed by New York State to engage in such practice as a result of their possession of another professional degree, license, or certificate. Students may only engage in such professional practice for which they are licensed or certified. Automatic Academic Review will be initiated as a consequence of violation of this policy.

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 the values of respect and civility. Both students and the course instructors, as role models, share the responsibility to maintain an appropriate learning environment that reflects these values. Students have both the right to learn and the responsibility to participate in and respect the learning process. Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class

Schedule, and the Faculty-Employee Handbook. As field education is considered part of each student's curriculum, Field Instructors are expected to contact the Office of Field Education if they become concerned about their student's behavior at their agency/organization.

One of the principles enunciated in the National Association of Social Work Code of Ethics is that "the social worker should not misrepresent professional qualifications, education, experience, or affiliations." Students are not to conceal from clients their student status, nor deliberately represent themselves as employees of the agency. A suggested title for students is "Social Work Intern". Questions that arise on such matters as their limited time in the agency and planned termination are to be dealt with honestly.

SOCIAL MEDIA (See Appendix H for guidelines)

When placed in a human service organization the student will come into contact with many individuals who utilize social media for various reasons. Students must be aware of the ways that people can get information about them, connect with them and learn about their family and friends. It is important to look at social media not only from a personal perspective but from a professional one. The professional image extends beyond the physical setting of the field agency. Clients and staff of the agency will be able to view students as they present themselves through social media. Students should be guided by social work values and ethics and this responsibility extends to the virtual world and technological world.

B. Responsibilities of the Student in Field Education

1. Responsibilities to clients:

- a. to practice social work in a disciplined manner and at the highest possible level of competence;
- b. to work to maintain and improve social work service, of one's own and others;
- c. to offer service promptly, courteously, and without prejudice, putting the client's interests first, before one's own convenience;
- d. to respect the privacy of clients, and their right to the opportunity to make use of service; and
- e. to ensure that clients are not exploited.

2. Responsibilities to field setting:

- a. to fully cooperate with the field instructor and other agency personnel with regard to expectations about learning and reporting responsibilities including recording, identification of goals, problems, and needs; to help field instructors define and keep an educational focus based on student learning needs;
- b. to carry out service and other field activities in compliance with agency policy and practice, including home visits as indicated;

- c. to furnish all reports and other work required on time; to devote the full amount of time expected in the field; to respond flexibly when hours have to be modified because of client need or agency need; to notify agency of anticipated absences and/or lateness; to keep field instructor and agency informed of whereabouts on agency time;
- d. to question and evaluate agency policies and practices and work responsibly for their improvement;
- e. to enhance agency efforts, when possible, through effective meeting of client need, development of new resources, public relations contacts, feedback, and sharing of new learning; and
- f. 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.

3. Responsibilities to School:

- a. to maintain communication with both the field instructor and the field faculty member on issues related to the field experience;
- b. to provide feedback in classes from the field education experience;
- c. to fulfill all educational requirements including spending the full time expected in the field as usefully as possible;
- d. to present issues which limit the implementation of classroom learning in the field arising out of inadequacies or misunderstanding in the field education system, including evaluation of the system and its goals;
- e. to participate in school activities related to field education; and
- f. to responsibly budget time to allow for adequate attention to both class and field.

4. Responsibilities to self:

- a. to identify learning needs and objectives;
- b. to be ethical in all activities;
- c. to complete field expectations;
- d. to apply self fully to learning and services; and
- e. to demonstrate willingness to recognize the needs of the others in the field education partnership system (i.e., clients, workers, field instructor, community).

C. Use of agency material

The student's experience in field is an integral part of learning and case material is used in classroom education. Students must disguise the material used so that client confidentiality is maintained. The guideline of minimum necessary information is to be followed in compliance with the Health Insurance Portability and Accountability Act (HIPAA) regulations.

D. Student Access to Field Education Files

The Office of Field Education maintains an active file relating to each student's field education. Students have access to their file through field education faculty. The student's field education material becomes part of the student's permanent file.

V. AGENCY, SCHOOL, STUDENT RELATIONSHIP

A. School/Agency Agreement – (See Appendix I)

The School/Agency Agreement identifies the areas of School and/or agency responsibility. Final decisions as to the selection of an agency are the School's responsibility. The agreement for continuing relationship between the agency and the School remains in effect until both or either party chooses to terminate it.

The standards for approval of an agency for training students are the same whether the School places the student or the student is using their place of employment for field education.

B. Affiliate Agreement

The School of Social Welfare welcomes the opportunity to establish a formal affiliation with each field placement agency. A standard State University of New York Clinical Affiliate Agreement is available to all field education agencies. We suggest that you review and complete this agreement. In order to receive a draft, you may contact the Office of Field Education at 631-444-2143.

C. Communication: Agency/School/Student

Faculty and Field Liaisons of the Office of Field Education serve as a "connecting bridge" between the agency and the School. Contact is made at least three times a semester with each field instructor and student. In addition, effort is made to visit each agency. As part of the monitoring process contacts and visits provide an opportunity to discuss with the field instructor, student, agency administration and/or any other staff that has been working with the student the student's assignments, skill level, knowledge base and value base. This allows field faculty to discuss the student's learning and supervisory needs with all members of the field educational team. In addition, the School stays informed about the student's experience and progress in the field through contact with the agency, reports and evaluations submitted by the field instructor, group meetings with field faculty, student discussions with classroom faculty, student presentations in practice courses, and student field education assignments.

The agency visit contributes to the on-going collaboration between the School and field instructors regarding student performance and education. To facilitate each student's integration of the field education experience, a segment of the field site visit provides the opportunity for student self-evaluation of achievement of individual learning goals. Topics usually covered during the visit include:

- Identification of additional learning opportunities available to enhance the student's experience.
- Issues related to field education supervision including time allotted, teaching methods utilized and the student's use of the supervision provided.
- Learning achievements and challenges.
- Goals and objectives set for the academic term and year.
- Opportunities for integration between the student's field education experience and the School's curriculum

Conferences between the field instructor, student and field education faculty occur when the agency, the School, and/or the student feels the need for discussion regarding the student's experience and/or progress. A student's recorded materials may be shared as a means of facilitating necessary communication. Student recordings are made available for review at the agency as needed.

D. *Functions of Field Education Faculty*

The specific functions of field education faculty include:

- a. Implementing field education policies and procedures established by the Faculty of the School of Social Welfare.
- b. Selecting field education agencies in keeping with the established and approved policies of the School.
- c. Approving the designation of field instructors in accordance with established and approved policies and criteria of the School.
- d. Serving as agency/School liaison.
- e. Providing the structure and channel for discussion of student progress and concerns in field education.
- f. Consulting with field instructors, faculty advisors, and other appropriate faculty in regard to student assignment to field education agencies.
- g. Providing the Seminar In Field Instruction (SIFI);
- h. Assigning student grades in Field Education. (See Part III, Section D).

E. *Functions of Field Liaison*

The Office of Field Education assigns a field liaison to each student. Field liaisons are representatives of the School who coordinate and consult with the field instructor, the student and other agency staff as necessary, to ensure that the student and field instructor are working within an appropriate educational plan. This plan should allow the student to learn the social work skills for the appropriate level of the student's status in the program.

The field liaison is available to discuss student progress, needs or problems with the field instructor at any time during the academic year. If a field instructor has questions or concerns, the field liaison or in that person's absence, a member of field education faculty should be contacted for discussion of the issues/concerns. Students are encouraged to discuss their field placement with their field liaison at any time during the year and to discuss any issues/concerns they may have regarding their placement. The field liaison reads each student's field assignments which is an additional avenue for a student to report progress being made, learning needs and/or field issues.

The field liaison communicates with the field instructor and student during the academic year through a variety of ways including field visits, e-mail and phone contact. This allows faculty to discuss the student's learning and supervisory needs with all members of the Field Education educational team.

The agency visit contributes to the on-going collaboration between the School and field instructors regarding student performance and education. To facilitate each student's integration of the field education experience, a segment of the field site visit provides the opportunity for student self-evaluation of achievement of individual learning goals.

Topics usually covered during the visit include:

- The context and nature of actual and anticipated assignments.
- Identification of additional learning opportunities available to enhance the student's experience.
- Discussion on the competencies and ways the field instructors have incorporated teaching of the competencies in the assignments and supervision.
- Issues related to field education supervision including time allotted, teaching methods utilized and the student's use of the supervision provided.
- Learning achievements and challenges.
- Goals and objectives set for the academic term and year.
- Opportunities for integration between the student's field education experience and the School's curriculum.

F. Agency Selection

In addition to the basic requirements listed under Section II Field Education Planning Process and Requirements in this Manual the School selects agencies for field education whose orientation and practice is consistent with the mission of the School. Prior to acceptance, agencies submit information about their services and describe anticipated learning experiences available for students. A School/Agency Agreement form is completed and signed when the agency and School have agreed that the agency will act as a field education site. Once agencies have been approved, it is requested that they keep the Field Education Office informed of any changes that may occur.

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 workers having Masters Degrees from accredited Schools of Social Work. Exceptions may be made to these qualifications for certain types of agencies such as those which offer professional services that are not otherwise available to populations identified in the School's mission, and those agencies able to provide an educationally sound experience for students.
- The agency leadership supports graduate professional education and is willing to provide an atmosphere in which meaningful education can take place. This includes ensuring the field instructor, who is an integral part of the agency, has a MSW Degree from an accredited school of social work, is licensed in New York State, and has availability to support the student(s) educational needs and requirements. It also includes providing the student with appropriate working space, accessibility to telephone, and clerical assistance.
- The agency is able to provide a variety of graduated and meaningful learning experiences through in-person client contact related to the student's educational needs. Agencies are participants with the School in training students for professional practice in a variety of settings. Agencies should be open and willing to encourage students to implement practice approaches reflecting classroom learning.
- The agency offers opportunity for the student to participate in staff meetings, conferences, and the usual work of the agency whenever it is appropriate.

Students are expected to be flexible in their hours to meet the needs of the agency and clients. Agencies are encouraged to arrange flexible hours for students who work.

A School committed to social change must seek new arenas of social work practice. It is the function of a professional School to constantly seek to extend the parameters of professional practice. One way of accomplishing this is to use new arenas for field education settings. When such a setting is selected, field education faculty assists in the development of an educationally sound field experience.

G. Agency Field Instructors

1. Selection

The standards for approval of a field instructor are the same whether the School places the student or the student is using his/her employment setting for field education (Pathway II).

Agency field instructors are selected on the basis of their commitment to social change and general philosophic agreement with the Mission of the School. Field Instructors must demonstrate an acceptable level of social work practice, an ability to supervise students, and an understanding of the conceptual framework within which field education is practiced. They are expected to provide opportunities for students to try

out social change activities in the professional setting and to provide a supportive atmosphere within the agency for students and their work. Agencies participate with the School in training students for professional practice in a variety of settings. Field instructors must therefore be open and willing to encourage students to implement practice approaches reflecting classroom learning and which may not be part of the agency's on-going array of services or modalities. Field instructors are expected to encourage students to plan their interventions to include those, with whom the client system is in meaningful transaction such as, family members. In keeping with the mission and the practice orientation of the School, interventions should also include institutions that impact on clients' lives and problems.

Field instructors must have a M.S.W. degree from an accredited graduate school of social work, must be a licensed New York State social worker (either LMSW or LCSW) unless the role for which they are employed is exempt from licensure as defined by New York State law and have at least three years of post-MSW agency supervised experience. Those students participating in clinical social work as outlined by the New York State social work licensure law must interact with a LCSW, a psychiatrist or a licensed psychologist within the placement.

Field Instructors must have graduated with their MSW degree and been working in the field for at last 3 years prior to supervising a student, The field instructor also must have a social work licensed in New York State to supervise graduate social work students.

The Field Opportunities Form is sent to each field instructor annually to give the agency/field instructor the opportunity to submit a description of the projected content of the student's field assignment, addressing issues such as variety of clients, modalities of intervention, outreach and planning, staff meeting participation and other relevant aspects of the field experience.

2. Responsibilities

Field Instructors are expected to:

- Have taken or attend the Seminar in Field Instruction (SIFI) seminar course.
- Continue with the student throughout the two semesters of the academic year.
- Be familiar with the School's curriculum and objectives for Field Education.
- Utilize the competencies as a guide to development of assignments and teaching within the agency setting. (See Appendix A for list of competencies and practice behaviors)
- Provide an orientation to the setting including:
 - Purpose, function, policy and goals of the organization;
 - Source of funding;
 - Population served;
 - Geographic area covered;
 - Relationship of the agency to other community agencies;

- Activities and services provided;
 - Agency evaluation methods used;
 - Expectations of student and role of instructor; and
 - Personnel regulations and lines of communication and agency protocols.
- Make initial assignments within the first two weeks of field education so that the student is immediately involved in learning through doing, and increase the complexity of the student's assignments over time in accord with his/her progress.
 - Confer with appropriate field education liaison/faculty in relation to the student's performance and progress.
 - Submit completed Sixth Week Educational Plans, end of semester Evaluations of student performance, Attendance Records, and other required forms at the times specified by the School.
 - Provide at least 1 hour of regularly scheduled weekly individual supervision for a 14 hour a week placement, or 1 ½ hours for 21 hour a week placement or follow the format of the shared supervision model if the agency has been approved for that educational format.
 - Establish educational goals together with the student to ensure that his/her learning needs are considered in the assignment of cases or projects.
 - Review the agency safety protocols with their student(s) as well as review anything specific they want their student to follow. Incorporated safety issues into supervision time so that students may discuss their concerns and /or gain information on how to deal with a safety issue that might present itself to them in their practice.
 - Select assignments for the student and arrange for participation in activities that enhance the student's knowledge of the agency, population served, community, referral agencies and accountability of the agency to its clients and the community.
 - Afford the opportunity for the student to collaborate with staff members in areas of mutual concern.
 - Support the student to begin to develop as a social work professional, by helping them learn to communicate effectively through verbal and written means.
 - Help the student become aware of his/her strengths, limitations, and areas for further development.
 - Support the student's examination/assessment of the impact of agency structure and function on service to clients.

3. Task Supervision

A specific area of a student's field practicum may require supervision from someone other than the field instructor. We define this as Task Supervision. The Task Supervisor may be a qualified field instructor, a social worker who does not meet requirements to

be a field instructor, a non-social worker and/or someone who has expertise different from the field instructor for one part of the student's assignment.

To have this arrangement implemented successfully, field instructors are expected to retain overall responsibility for the student's experience and remain accountable for the quality of all teaching. The field instructor must continue to meet for formal supervision with the student, to supervise the student's ongoing practice, to maintain primary responsibility for the teaching of the social work focus, and for the evaluation of the student's performance. The task supervisor may also meet regularly on an individual or group basis with the student. The field instructor must maintain ongoing communication with the task supervisor. The task supervisor might provide an oral evaluation to the student at mid-semester about his/her performance of the specific task supervised by the task supervisor. At the time of formal written evaluation at the end of each semester, the task supervisor may either confer with the field instructor or have his/her assessment included in the body of the field instructor's evaluation.

Since it is possible for a student to become caught between conflicting messages from both supervisors, it is essential that field instructor and task supervisor maintain open communication. If the task supervisor is not a social worker, active involvement of the field instructor in identifying potential issues around professional identity and differences between social work and other disciplines in approaching practice require particular attention. While it may be more difficult for a new field instructor to share teaching of a student with a task supervisor, each situation should be assessed individually.

4. Entitlements for Field Instructors

Each field instructor currently supervising a student is entitled to the following:

- The use of the Health Sciences Center Library is available throughout the academic year.
- One course per academic year in the MSW Program may be audited with permission of the course instructor.
- Selected School conferences, colloquia, and workshops are offered at reduced rates to field instructors.
- Tuition Waiver credits are available to field instructors wishing to enroll in courses at any State University of New York site. Information is available from the Office of Field Education (See Tuition Waivers below). The tuition waivers cannot be used for Continuing Professional Education offerings and may not be shared with anyone else.
- Adjunct Faculty Status: The School of Social Welfare recognizes the commitment and contributions of field instructors and other agency staff made to our students and the School. The School therefore offers the opportunity to interested and qualified professionals to apply for the rank of Adjunct for Field Work Education (See 6 below). Applications are available from the Office of Field Education

5. Tuition Waivers

The New York State University Board of Trustees sets the policies related to the issuing of tuition waivers. Monies set aside for tuition waivers are limited and waivers are therefore issued on a first come first serve basis. The following is additional information regarding tuition waivers:

Applications for tuition waivers must be requested from the Office of Field Education.

- An application will not be accepted more than 60 days after the end of the semester in which supervision was offered. Please note that this refers to the specified end of semester date on the field education calendar, not to the date the student may finish field education hours beyond this specified date.
- A Tuition Waiver is equivalent to 3 credits. The monetary value of the waivers issued is reportable as taxable income to the recipient regardless of whether the waiver is used or not. If, after having been issued a waiver, you decide not to use it, you can avoid having this reported as income to the IRS by returning the waiver by November of the respective year to the School of Social Welfare. Please note that if the waiver is surrendered, this same waiver will not be reissued at a later time.
- Tuition Waivers are valid for use at any State University of New York site.
- Tuition Waivers are earned per semester, rather than per student.
- The field instructor is eligible for a Tuition Waiver upon completion of each academic semester.
- Tuition Waivers are issued to the specific field instructor of the student(s) and are not transferable.
- The course taken must be completed by the expiration date on the waiver (i.e., 25 months from the date of issue).

6. Adjunct for Field Work Education

If a field instructor has supervised at least one School of Social Welfare undergraduate or graduate student for three out of the last five years, s/he may become a School of Social Welfare Non-Salaried Adjunct for Field Work Education. The Adjunct status is in effect for the period while the field instructor supervises a graduate and/or undergraduate Stony Brook University School of Social Welfare student.

Other agency staff who have substantial and sustained involvement with field work education are also eligible to apply and will be considered on an individual basis. The term of appointment is for the period of involvement with field education for School of Social Welfare, Stony Brook University undergraduate and or graduate students.

7. Continuing Professional Education

Because of the self-supporting nature of our Continuing Education Program, tuition waiver credits cannot be used for this program. However, every effort is made to offer a reduction of cost and/or a limited number of scholarships to enable field instructors who might otherwise be unable to attend Continuing Education courses. Priority is given to those with the longest period of service to the School.

Field instructors will receive advance information about Continuing Education courses. Any questions concerning this program should be addressed by contacting the Office of Field Education.

8. Seminar in Field Education (SIFI)

All first-time field instructors are required to attend a 24 hour, twelve-session Seminar in Field Instruction taught by field education faculty. The curriculum is created under the auspices of the New York Area Directors of Field Education, SIFI Subcommittee and is administered locally by each of the New York Area Schools of Social Work. If the SIFI was completed at a school that is a member of the New York Directors of Field Education they do not have to attend one offered by Stony Brook University. Field instructors who have completed a comparable seminar at a school of social work which is not part of the New York Area Directors of Field Education may be exempt from this requirement upon approval by the Director of Field Education. A field instructor may receive 24 continuing education contact hours through New York State Department of Education towards renewal of their NYS social work license.

The purpose of the seminar is to train new field instructors with the necessary knowledge and skills so they can effectively meet the range of educational responsibilities in their role as field instructors of social work students. The Office of Field Education provides additional information regarding the content areas covered, requirements, and venue of this seminar.

VI. CHANGES IN OR DISCONTINUANCE OF STUDENT PLACEMENT

Change or discontinuance of placement prior to completion of the number of semesters originally planned is a serious step involving careful evaluation. The agency, the student or the School may initiate consideration of such a step. It is expected that in situations where this is being considered, considerable prior activity has occurred in which the problems and issues have been discussed and worked on between the student, field instructor, field education faculty, field liaison, and other faculty as appropriate. Field instructors and students should initiate and maintain contact with the appropriate field education faculty, or liaison at the School as early as possible and before problems appear serious enough to warrant consideration of discontinuance.

Even though every effort is made to arrange educationally sound placements for students, it may become apparent that a setting is not providing an adequate educational experience for the student. This may be due to a variety of factors which were either not anticipated, or could not have been anticipated prior to placement, such as: lack of suitable assignments, agency problems or pressures interfering with the educational experience. Students are urged to bring these problems to the attention of

the assigned field liaison, and in that person's absence to a faculty member in the Office of Field Education as early as possible. Every effort is made to help resolve such problems. Where this is not possible, a change of placement may be considered.

When the student's termination in placement has been initiated as a result of the student's difficulty in meeting agency learning and performance expectations, generally an academic review is indicated. The School Academic Review Procedure, as described in the Graduate Student Handbook, is followed. The outcome of this procedure will determine further field planning. Effort will be made to arrange placement at another agency if educationally indicated. An immediate transfer to another agency cannot be guaranteed. Decision regarding credit for the hours worked in the original agency will be made on the basis of the student's performance. The student's faculty advisor and field education faculty must approve a student's voluntary withdrawal from Field Education.

When a student is replaced and begins a new field placement s/he must learn about the new agency and become oriented to the structure, services, requirements and expectations of the new placement. This adjustment requires time. Whatever the reason for the discontinuance when a student is replaced at a new agency/program the student is required to complete an additional four weeks (56 hours for 4 credits and 84 hours for a 6 credits) to the agreed upon number of hours needed to complete field education requirements.

Whatever the basis for the student's leaving an agency sooner than originally planned, students are expected to terminate their agency commitments in a responsible and orderly fashion meeting with agency and School approval. In addition, the student is expected to submit a Discontinuance Form. The form is to be submitted to the Director, Office Field Education.

PATHWAY II: USE OF PAID EMPLOYMENT SITE FOR FIELD EDUCATION

Admission to the School does not imply approval of a student's request for use of a paid employment setting for Field Education. The evaluation of suitability for Pathway II is conducted after the student's admission to the School. Standards for approval both of agency and field instructor are the same whether the student is placed by the School or is the agency where they work as their field education site. The Pathway II option may be utilized by either a generalist year or advanced year student with the exception of Pathway I students.

Students requesting use of this option for Field Education must:

- Have three years of full-time social work agency experience acceptable to the School within the five years prior to admission to the School;
- Have been supervised for a minimum of three years by a social worker who holds an M.S.W. degree from an accredited school of social work, or the student must have completed a minimum of 32 credits in our program with a minimum of 2 semesters in field placement and have 2 years of acceptable social work

experience including supervision by a social worker who holds an M.S.W. from an accredited school of social work; and

- Received their bachelors' degree at least three years prior to requesting the Pathway II option.

If the student's eligibility for Pathway II has been established, agency and student must submit supporting documents for final approval. These documents must outline a 14-hour per week educationally sound experience with a M.S.W. field instructor who is licensed by New York State and is not the employment supervisor.

The student spends 14 hours per week in an approved educationally delineated experience at tasks different from his/her normal work experience, and with a different supervisor. Agencies are expected to relieve students of their usual work responsibilities for 14 hours per week (i.e., 4 credits). Students are expected to follow the Pathway III (modified full time) course schedule.

Students may use a paid employment setting in a specific agency *for only one year*. One of the two years of field education must be in a different agency. If the use of the student's place of employment for field education is unacceptable for any reason, the student must be placed in a field placement site by the process outlined previously.

VII. FIELD EDUCATION COMMITTEE

Student education occurs within a framework of close partnerships between the School and the field education site/agency. To continue to work collaboratively with agencies and field instructors, the School has established a Field Education Committee. This Committee is the forum for discussing field issues as they relate to the educational needs of our students and the integration of these educational considerations into agencies that are used as field education sites.

The Field Education Committee is composed of field instructors, classroom teaching faculty, field education faculty and students from both the graduate and undergraduate programs of the School. The Committee addresses issues that affect the quality of student learning in the field. It assesses and acts on the relationship and relevancy of field practice and curriculum as these pertain to the goals and mission of the School.

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.
- Reviews and acts on exceptions to policy and where necessary, makes recommendations to the faculty of the School of Social Welfare.

APPENDIX A

Generalist and Advanced Generalist Competencies

The Council on Social Work Education has identified field education as the signature pedagogy of social work education. They have 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. We have 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 more enhanced, advanced and complex level

The criteria for first year students emphasize the development of generalist practice while the criteria utilized for second year students emphasize advanced generalist social work practice. The field education experience enhances the application of theoretical knowledge and integrates the student's academic and experiential learning. Over time, the student's practice shows increasingly effective strategies in helping client systems counteract the negative effects 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. Field 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 their ability to integrate these in their practice. Closing the gap is the major challenge for the two-year experience.

GENERALIST COMPETENCIES
1st Year Graduate Students

Competencies & Descriptor	Behaviors
<p>1. Demonstrate Ethical and Professional Behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. They demonstrate this competency by:</p>	<ul style="list-style-type: none"> • Making ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • Using reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • Demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication; • Using technology ethically and appropriately to facilitate practice outcomes; and • Using supervision and consultation to guide professional judgment and behavior
<p>2. Engage Diversity and Difference in Practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social</p>	<ul style="list-style-type: none"> • Applying and communicating an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • Presenting themselves as learners and engage clients and constituencies as experts of their own experiences; and • Applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

<p>workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. They demonstrate this competency by:</p>	
<p>3. Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. They demonstrate this competency by:</p>	<ul style="list-style-type: none"> ● Applying their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and ● Engaging in practices that advance social, economic, and environmental justice.
<p>4. Engage In Practice-informed Research and Research-informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. They demonstrate this competency by:</p>	<ul style="list-style-type: none"> ● Using practice experience and theory to inform scientific inquiry and research; ● Applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and ● Using and translating research evidence to inform and improve practice, policy, and service delivery.

<p>5. Engage in Policy Practice</p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. They demonstrate this competency by:</p>	<ul style="list-style-type: none"> • Identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • Assessing how social welfare and economic policies impact the delivery of and access to social services; • Applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
<p>6. Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. They demonstrate this competency by:</p>	<ul style="list-style-type: none"> • Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • Using empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

<p>7. Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. They demonstrate this competency by:</p>	<ul style="list-style-type: none"> ● Collecting and organizing data, and applying critical thinking to interpret information from clients and constituencies; ● Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; ● Developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and ● Selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-</p>	<ul style="list-style-type: none"> ● Critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies; ● Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; ● Using inter-professional collaboration as appropriate to achieve beneficial practice outcomes; ● Negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies; and ● Facilitating effective transitions and endings that advance mutually agreed-on goals

organizational collaboration.	
<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness</p>	<ul style="list-style-type: none"> • Selecting and using appropriate methods for evaluation of outcomes; • Applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • Critically analyzing, monitoring, and evaluating intervention and program processes and outcomes; and • Applying evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

ADVANCED GENERALIST COMPETENCIES
2nd Year Graduate Students

Competencies & Descriptor	Behaviors
<p>1. Demonstrate Ethical and Professional Behavior Advanced generalist practitioners adhere to ethical standards of professional behavior extended to all levels of practice. Advanced generalist social workers 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 generalist practitioners demonstrate enhanced professional judgment and behavior by:</p>	<ul style="list-style-type: none"> • Modeling professional demeanor in behavior and communications • Consistently and independently adhering to and modeling professional roles and boundaries • Conducting oneself ethically and engaging in ethical decision-making using different approaches and strategies
<p>2. Engage Diversity and Difference in Practice Advanced generalist practitioners' understanding and appreciation of the importance of diversity and difference extends to all practice levels. They are knowledgeable about and able to respond to many forms of diversity and difference, and how these influence professional relationships and understanding of social problems at all levels of practice. Advanced generalist social workers demonstrate an enhanced ability to apply research knowledge of diverse populations to enhance policy practice, client 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 demonstrate this extended and enhanced practice by:</p>	<ul style="list-style-type: none"> • Consistently recognizing and describing the impact of culture and diversity on one's personal and professional behavior • Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression • Actively promoting opportunities for diverse perspectives and participation of diverse constituencies
<p>3. Advance Human Rights and Social, Economic and Environmental Justice. Advanced generalist practitioners critically apply knowledge about oppression, historical trauma and human rights violations and extend it to all levels of practice. Advanced generalist social workers 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 have enhanced skills to engage in community collaborations to advocate for policies</p>	<ul style="list-style-type: none"> • Engaging in practices that advance social and economic justice in agencies and organizations • Designing and implementing strategies to redress mechanisms of oppression and discrimination

<p>to ensure that social goods, rights and responsibilities are distributed equitably. They demonstrate this extended and enhanced practice by:</p>	
<p>4. Engage in Practice-Informed Research and Research-Informed Practice Advanced generalist practitioners extend their ability to critically integrate scientific evidence into social work interventions across all levels of practice. Advanced generalist social workers 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 generalist practitioners 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:</p>	<ul style="list-style-type: none"> • Critically assessing and applying research evidence to inform and improve practice, policy and service delivery • Analytically examining practice experience to inform systematic scientific inquiry
<p>5. Engage in Policy Practice Advanced generalist social workers 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 generalist social workers have an 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:</p>	<ul style="list-style-type: none"> • Developing, promoting and advocating for policies that affect social change • Critically assessing policies at multiple levels (agency, local, state and/or federal)
<p>6. Engage with Individual, Families, Groups, Organizations, and Communities Advanced generalist practitioners 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-</p>	<ul style="list-style-type: none"> • Consistently identifying and implementing theoretically informed engagement strategies • Purposefully using differential engagement skills in a culturally responsive manner with multiple client systems

<p>perspective orientation. Advanced generalist social workers 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:</p>	
<p>7. Assess Individuals, Families, Groups, Organizations, and Communities Advanced generalist practitioners 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 generalists 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 generalists 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, racial, ethnic, gender, sexual orientation, cultural and lifestyle factors. They demonstrate this competency by:</p>	<ul style="list-style-type: none"> • Demonstrating the ability to autonomously collect, organize, critically analyze and interpret client/system data (including application of assessment tools and approaches) in complex practice situations • Critically identifying and implementing theoretically informed assessment strategies
<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities Advanced generalist practitioners extend this competency by differentially applying multiple intervention strategies utilizing culturally grounded approaches with individuals, families, groups, organizations and communities. Advanced generalists 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:</p>	<ul style="list-style-type: none"> • Demonstrating practice autonomy in selecting appropriate intervention strategies • Demonstrating the ability to move a client system through the practice intervention process
<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and</p>	<ul style="list-style-type: none"> • Engaging in evaluation of social work

<p>Communities Advanced generalist practitioners extend their ability to value and carry out the evaluation of practice with individuals, families, groups, organizations and communities. Advanced generalist social workers 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:</p>	<p>intervention using appropriate methods and strategies for process and outcome evaluation at each level of practice</p> <ul style="list-style-type: none"> • Demonstrating practice autonomy in collecting, organizing and interpreting evaluation data
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APPENDIX B

STUDENT TASKS AND ASSIGNMENTS

The curriculum for first year students is based upon generalist practice and therefore, student workloads 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 clients systems either in the form of group work or community outreach or program planning/administrative tasks.

Second year curriculum provides students with theoretical background to both micro level and to macro level interventions. Second year student field 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 their first and/or second year field placement.

**OFFICE OF FIELD EDUCATION
SCHOOL OF SOCIAL WELFARE
STONY BROOK UNIVERSITY**

IDEAS FOR TASKS AND ASSIGNMENTS BY COMPETENCY

Please Note: Advanced year field assignments should provide students with practice experiences that will augment, extend, enrich and build upon the social work knowledge, values, and skills acquired during the first year field education experience.

1. DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIORS

Student could:

- Discuss the NASW Code of Ethics in relation to agency services, culture and client served ;
- 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 policies and discuss;
- Attend staff meetings at the agency ;
- Seek feedback from other social work staff;
- Be a member of an interdisciplinary team;
- Participate in community meetings representing the agency and its clients;
- Be responsible for case notes, meeting minutes, and other record keeping tasks ;
- Interview social workers at the agency;
- Discuss the differences in social work roles from that of other human service 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;
- Discuss agency mission, goals and integrate into practice;
- 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;
- Discuss case examples on all levels of practice with ethical dilemmas;
- Read/discuss agencies protocol on ethical dilemmas;
- Use a case examples in supervision to discuss the possible conflict between personal and professional values in practice;
- Employs a critical analysis of various options when exploring increasingly complex ethical dilemmas;
- Engages in ethical decision-making including anticipating potential and unintended consequences;
- Demonstrate the importance of relationships and the ethical implications of the power in those relationships;

2. ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Student Could:

- Be assigned a case(s) that is of different culture/gender/age/ then 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 and discuss;
- 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 it's relation to the clients the student serves;
- Provide student with case(s) to implement culturally competent practice;
- Use process recording(s) to discuss culturally competent practice interventions used with clients;
- Ask students to read and discuss articles/books on culturally competent practice;

3. ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE

Students could:

- Discuss in supervision these concepts as they 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 being served;
- Develop client/consumer participation in design, implementation and evaluation of agency 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 own attitudes and biases may be reflected in the work being done with clients;
- Identify and visit referral agencies and report on their assessments of services offered from a human rights/social and economic justice viewpoint;
- Review an assigned or a canned case to assess how being a member of a population at risk affects the life experiences and worldviews of the client(s);
- Review and discuss required readings or provide reading material on topic and discuss in supervision;

4. ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH

Student could:

- 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 field instructor and review how the agency's work with clients fits with classroom learning;
- Complete at least one process recording each month where the student identifies a research(ed) informed intervention and why it was used;
- Identify and discuss how research is used at the agency to support agency activities;
- Discuss evidenced 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.

5. ENGAGE IN POLICY PRACTICE

Student could:

- Review agency's policy and procedures manual, focusing on agency mission, administrative and treatment policies and discuss in supervision 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 their placement;
- Research relevant city, state, and federal social policies and programs that affect 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 their philosophical approach to the clients served ;
- Review and discuss the course Parameter in Social and Health Policy, and discuss implications for their practice;
- 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 affecting client population;
- Remain current in knowledge of laws/policies which impact agency &/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 and have student meet with them to discuss;
- Develop strategies for program development which adhere to local/federal/agency policies;
- Develop program goals/objectives;
- Research, assess and identify strengths and weaknesses of policy provision ;
- Participate in lobbying activities;
- Empower clients by educating them on their rights;
- Attend and actively participate on community councils, or other relevant community organizations;
- Research legislative history of an existing or proposed policy;
- Engage in advocacy at the legislative/bureaucratic level;
- Prepare and present information in support of a policy or program reform ;

6. ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Student could:

- Be assigned a mix of micro, mezzo and/or macro 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;

7. ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Student could:

- Conduct bio/psycho/social/spiritual/environmental assessment;
- Develop a genogram(s) for client systems during the academic year;
- Attend community meetings to assess changing needs of community 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 field instructor;
- Develop strength based assessments;
- Develop mutually agreed-on intervention goals and objectives;
- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- Collect, organize, and interpret client data;

8. INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Student could:

- Negotiate, mediate, and advocate for clients;
- Identify developmental theory and how knowing theory impacts work with client
- Initiate actions to achieve organizational goals;
- 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.

9. EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Student could:

- 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 their own practice;
- Communicate and disseminate evaluation results appropriate to the intended audience;

APPENDIX C

PROCESS RECORDINGS AND LOGS

Purpose of recordings:

Process recordings and/or logs are valuable tools for learning and teaching social work skills and values. They are a written account or reflection of an interaction with the client system which may be an individual session with a client or family, a group session, or a community or agency meeting. Depending on the interaction processed, these recordings can be organized as a verbatim account, as a narrative, or as an ongoing log. The goal of these recordings is to facilitate student review of the interaction thereby supporting development of self-awareness and self-reflective practice. These recordings encourage the student to observe, reflect, examine, and evaluate the work undertaken. Used in the supportive and focused context of supervision, these recordings stimulate and enhance a student's critical thinking skills—so essential for successful social work practice.

In summary, process recordings and/or logs enhance the supervisory process in the following ways:

For the field instructor these recordings may:

- Provide direction and structure for supervision
- Assist in the assessment of the student's ability to respond to the feeling or latent content of interviews or activities with client systems
- Show the extent to which students are able to integrate knowledge and theory gained from previous supervisory sessions, experiences, classroom courses, and outside readings
- Provide information about the student as a growing professional
- Provide information about the student's ability to collaborate with other professionals
- Provide an opportunity to look closely at the student's work, efforts and interventions, and to examine how they use themselves in a session or interview

For the student these recordings may:

- Serve as an instrument to guide learning
- Help to clarify the purpose of the interview or activity
- Provide a basis for stimulating communication in supervision
- Develop observational and active listening skills, and the power of recall
- Help focus problem solving,
- Promote critical thinking and self-reflection

Within the template you will see that students and field instructors are asked to identify the competency that is being used as the student works with a client system. A list of competencies and a descriptor as well as practice behaviors for each have been

included in the first section of this packet. Please review and feel free to contact the Office of Field Education or your Field Liaison if you have questions.

We require that all students in field placement become familiar with recording the process of interaction and/or steps taken to complete tasks and assignments. Typically when a student is practicing on a micro level this takes the form of a process recording and when a student is practicing on a macro level this takes the form of a log. First year MSW students should complete 1-3 process recordings/logs per week, while second year MSW students should complete 1-2 process recordings/logs per week. The number of process recordings/logs per week is based on learning needs of the student, the type of clients being seen and the needs of the field instructor/agency.

PROCESS RECORDINGS AND LOGS

TIPS FOR STUDENTS

The following are some suggestions to facilitate the task of completing process recordings/logs and for preparing for a discussion of your work in supervision.

Preparation:

- Jot some notes following a session or meeting to facilitate recall.
- Help yourself manage the time it takes to complete a process recording/ log by discussing scheduling time (1 hour) within placement for writing with your field instructor.
- Begin by focusing on the narrative. Then build upon this by first adding observations, and then feelings, thoughts, and questions.
- Reread the recording. This will help focus your use of supervisory time on this work.

Consider:

- What is the purpose of this session/contact/task? How do the interventions used aid toward the achievement of this goal?
- To what extent was an agenda followed? Did this facilitate the work?
- To what extent was all that the client system was attempting to communicate heard and responded to?
- What next steps are needed?
- What help is needed to achieve these next steps?

**SCHOOL OF SOCIAL WELFARE
STONY BROOK UNIVERSITY**

**INFORMATION THAT SHOULD GO INTO PROCESS RECORDING
FOR MICRO WORK**

There are various formats for completing a process recording. The following is an outline that covers the major areas we want included within a process recording. Please utilize the template that follows for completing a process recording with an individual, couple or family client(s).

1. **Identifying information:** The social work student's name, date of the interview and the date of submission to the field instructor should always be included. Identify the client, always remembering to disguise client name to protect confidentiality. Include the number of times this client has been seen (i.e., "Fourth contact with Mrs. S."). On a first contact include name and ages of the client(s) you have written about. If client is seen in location other than the agency say where client was seen.
2. **Purpose and Goal for the interview.** Briefly state the purpose of the interaction and if there are any specific goals to be achieved, the nature of the presenting issues and/or referral.
3. **Verbatim Dialogue.** A word-for-word description of what happened, as well as the student can recall, should be completed. This section does not have to include a full session of dialogue but should include a portion of dialogue. The field instructor and student should discuss what portions should be included in the verbatim dialogue.
4. **The student's feelings and reactions to the client and to the interview.** This requires the student to put into writing unspoken thoughts and reactions s/he had during the interview e.g. "I was feeling angry at what the client was saying, not sure why I was reacting this way...". "I wonder what would happen if I said such-and-such."
- 5.* **Identify skills and/or theory/frameworks used.** The student should be able to identify what skills they used in an interaction, and/or what theoretical framework came to mind as they dialogued e.g. "I used the strengths perspective" "I used the skill of partializing"
- 6.* **Competencies used.** The student should identify what competency s/he was using during interactions.
7. **A summary of the student's impressions.** This is a summary of the student's analytical thinking about the entire interview and/or any specific interaction the student is unsure about. Include any client action or non-verbal activity that the student may want to discuss.
8. **Future plans.** The student should identify any unfinished business and/or any short/long term goals.
9. **Identification of questions for supervision.**

*BSW and first year MSW students may not be able to complete all sections as outlined in the early stages of their field education experience. Please allow the students the necessary time to acclimate themselves to the agency, the clients, and their classroom learning before expecting the student to complete a full process recording.

PROCESS RECORDING TEMPLATE FOR MICRO WORK

Student Name:

Date of Contact:

Date of Submission:

Client name or initials:

Session/Contact # and location:

Goal and/or Purpose of Contact:

Verbatim Dialogue	Student Feelings/Reactions	Identify Skills/Theory Used	Field Instructor Comments

Competencies Used:

A summary of the student's impressions:

Future plans:

Identification of questions for supervision:

INFORMATION THAT SHOULD GO INTO PROCESS RECORDING FOR GROUP SESSIONS

A process recording can be used when a student is co-facilitating/facilitating any type of group. The process recording should include information as per below. The process should record verbal dialogue and non-verbal behaviors engaged in by specific members of the group. Focus on the dynamics of the group rather than only on the content of what is said.

1. **Description of the Group:** Type of group/meeting; overarching goal of the group; purpose of the group; identify the specific population attending the group;

2. **Structure:** How does the group organize to accomplish its task?

If this is the first process recording for a particular group then consider the following questions. What group rules emerge? What leader behaviors are displayed? How are decisions made? How active is the facilitator(s)?

3. **Climate:** Climate refers to the atmosphere of the meeting. How are feelings (as opposed to points of view) dealt with? Were issues dealt with and how were they dealt with; Are there racial, ethnic or sexual diversity issues within the group and were they dealt with? What non-verbal behavior indicates changes in the climate? Discuss the roles of various group members and how they influenced the climate of the group. How do members' voices denote feelings and impact/shift the overall tone?

4. **Facilitation:** How do group members influence the development of the group? What group dynamics are observed? What group building behaviors (bringing in silent members, harmonizing conflict, reinforcing participation, etc.) is student engaged in? Include group dialogue to show group interaction, to show an understanding of process, and/or to review with field instructor on group dynamics.

5. **Obstacles:** Behaviors that hinder the accomplishment of the group's task. What anti-group behaviors (blocking, recognition-seeking, dominating, withdrawing, etc.) are seen? What communication patterns create barriers or obstacles to the group?

6. **Development:** How does the group move from independence to collective judgment? What behaviors promote agreement? What consensus-seeking behaviors are observed? What false consensus statements/behaviors (such as "if you say so", or "yeah, right" or client looks at the floor) are displayed?

7. **Future Plans:** What possible next steps are recommended? What changes or plans might be required?

PROCESS RECORDING TEMPLATE FOR GROUP WORK

Student Name:

Date of Submission:

Date of Contact:

Description of the Group:

Structure:

Climate:

Facilitation:

Include verbatim dialogue to show the group dynamics, how the student dealt with an issue. The entire group dialogue does not need to be included but just those discussions that the student needs to discuss in supervision to gain an understanding of the group dynamics. *(Please refer to micro section for clarification of dialogue captions below)*

Verbatim Dialogue	Student Feelings/Reaction	Identify Skills/Theory Used	Field Instructor Comments

Competencies Used:

Obstacles:

Development:

A summary of the student's impressions:

Future plans:

Identification of questions for supervision:

INFORMATION THAT SHOULD GO INTO A LOG FOR MACRO ASSIGNMENTS

Logs are often used when a student is working on a longer term macro assignment. Logs should not be used as an hour by hour summation of the work being done to complete an assignment but as a way to show steps that are being taken to complete the assignment. The log should include emerging challenges to completing the assignments, laying out ideas and thoughts about ways to complete the assignment and the process that the student is going through to complete the assignment. Each of the areas listed below should be included in a log.

Description of the Assignment: Explanation of the assignment/project and its purpose. Identify the need that the assignment/project will be meeting for the agency/community and the goal of the project.

Task Plan: *This section should be completed for the initial assignment but does not need to be completed each week with the Log submission.* Lay out the steps or primary activities required to complete assignment listed in the order in which they will occur with projected completion dates (e.g. MBO, GNATT chart, PERT may be used). Identify the resources both from within and outside the agency which must be obtained to complete the project. Include a timeline for completion.

Challenges/Obstacles: Are there issues that hinder the accomplishment of the group's task? What concerns does the student have about completing the assignment? State any anticipated problems to the success of the completion of the assignment.

Progress Summary: Detail activities that are in process, completed and progress to date.

Revised Task Plan: Modifications in task plan and timetable as a result of problems encountered or experience gained during completion of work should be included in this section. If there is a major revision, a new plan should be described.

Student Assessment of Activity: Included in this section should be questions, associated apprehensions or uncertainties; retrospective evaluation of practice and observations about how tasks might have been done differently.

Competency: Discuss the competency (s) that was used during the completion of tasks and assignments.

Future Plans: What possible next steps are recommended? What changes or plans might be required? How might this project or similar projects be adjusted going forward?

LOG TEMPLATE FOR MACRO ASSIGNMENTS

This template can be completed in a way that works for both the student and the field instructor. It is often advisable to complete a log on the computer and save in a shared file with the field instructor. In this way both student and field instructor are able to look at it when time is available and also allows both parties to go back and review the history of the work.

Student Name:

Date of Submission:

Week Work Completed (e.g. week of 9/10/12):

Project Working On:

Description of the Assignment	Task Plan	Challenges/Obstacles

Progress summary:

Revised Task Plan:

Student Assessment of Activity:

Competencies Used:

Future Plans:

APPENDIX D

Competency Based Performance Expectation for Generalist and Advanced Year Graduate Students

The Performance Expectations are provided as a tool to guide Field Instructors in their efforts to assess and evaluate student learning. They are laid out by each of the nine Competencies and are broken down by generalist year and advanced year. While the Performance Expectations also reflect behaviors that should be accomplished by the end of the Fall semester (mid –year) please use this as a guide for what to look for and what to address, as skill development and competency integration are fluid and an ongoing process. The student should continue to develop and integrate the competency throughout their time in field placement. The competency description and behaviors are different for each level of the MSW program The goal is for the student to achieve the competency standards of the year they are in (Generalist or Advanced)..

Competency Based Performance Expectation for Generalist and Advanced Year Graduate Students

GENERALIST YEAR COMPETENCY

1. Demonstrate Ethical and Professional Behavior

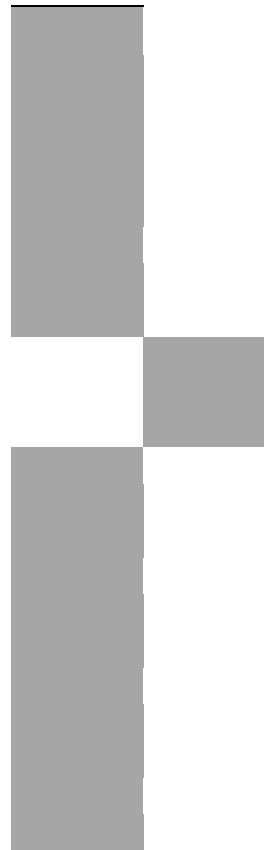
- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Understand/discuss agencies protocol on ethical dilemmas

- Apply strategies of ethical reasoning to a case situation to come to a decision for intervention/action
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes;
- Use supervision and consultation to guide professional judgment and behavior

2. Engage Diversity and Difference in Practice

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ADVANCED YEAR COMPETENCY

1. Demonstrate Ethical and Professional Behavior

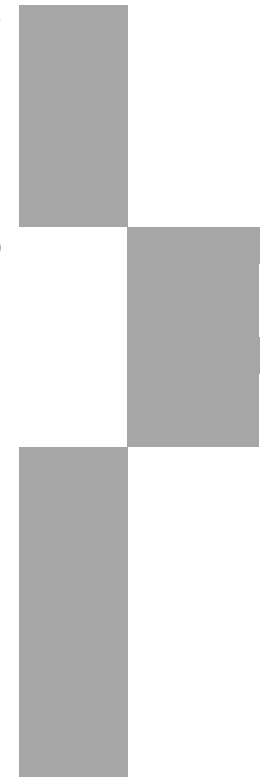
- Models professional demeanor in behavior and communications

- Consistently and independently adheres to and models professional roles and boundaries
- Conducts oneself ethically and engages in ethical decision-making using different approaches and strategies
- Practice self-reflection to increase self-awareness, monitor personal biases and stereotypes
- Integrate an understanding of the ethical implications of power in the client/worker relationship
- Demonstrate skills in written, oral and electronic communication

2. Engage Diversity and Difference in Practice

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- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
- Understand how an individual, group and/or community's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim
- Utilize process recording(s) to discuss culturally competent practice interventions used with clients

3. Advance Human Rights and Social, Economic, and Environmental Justice

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance social, economic, and environmental justice.
- Reflect on social justice and human rights as it relates to agency policy & procedures
- Assesses services offered from a human

- Consistently recognizes and describes the impact of culture and diversity on one's personal and professional behavior
- Modifies and adapts mainstream interventions to meet needs of diverse populations and that challenge oppression
- Actively promotes opportunities for diverse perspectives and participation of diverse constituencies
- Critique, synthesize and differentially apply human behavior theories and research knowledge of diverse populations to enhance client wellbeing in advanced generalist social work practice
- Identify and use practitioner/client differences and life experiences from a strengths perspective

3. Advance Human Rights and Social, Economic, and Environmental Justice

- Engages in practices that advance social and economic justice in agencies and organizations
- Proactively challenge the structures that perpetuate oppression at the micro, mezzo and/or macro levels of practice
- Designs and implements strategies to redress mechanisms of oppression and discrimination
- Use knowledge of the effects of

rights/social and economic justice viewpoint

- Provides service without discrimination and with respect for the dignity, diversity and rights of people

4. Engage In Practice-informed Research and Research-informed Practice

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use, translate and integrate research evidence to inform and improve practice, policy, and service delivery.
- Identify a research informed practice used and why it was chosen

5. Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze,

oppression, discrimination and historical trauma on clients to guide clinical goals and interventions and policy practice

- Initiate community collaborations to advocate for the inclusion, participation, and voice of diverse people, communities, and organizations to advance social, economic and environmental justice, human rights and social change

4. Engage In Practice-informed Research and Research-informed Practice

- Critically assesses and applies research evidence to inform and improve practice, policy and service delivery
- Analytically examines practice experience to inform systematic scientific inquiry
- Identify and critically analyze research methods and findings, practice models and practice wisdom

5. Engage in Policy Practice

- Develops, promotes and advocates for policies that affect social change
- Critically analyze and evaluate the relationship between social policy at all levels and the provision of social work services
- Critically assesses policies at multiple

formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

- Understand agency's policy and procedures and the implications for service delivery by reviewing agency mission, administrative and treatment policies
- Demonstrate an understanding of the organizational structure of agency and the role of the Board
- Identify the key staff within the organization who are responsible for policy development and implementation and have student meet with them to discuss policy implementation

6. Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- Engage clients to effectively gather information and demonstrates the ability to actively listen and reflect concerns

7. Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information

levels (agency, local, state and/or federal)

- Engage collaboratively with organizational and community interests to formulate and amend policies that improve the effectiveness of service delivery

6. Engage with Individuals, Families, Groups, Organizations, and Communities

- Consistently identify and implement theoretically informed engagement strategies
- Purposefully use differential engagement skills in a culturally responsive manner with multiple client systems

7. Assess Individuals, Families, Groups, Organizations, and Communities

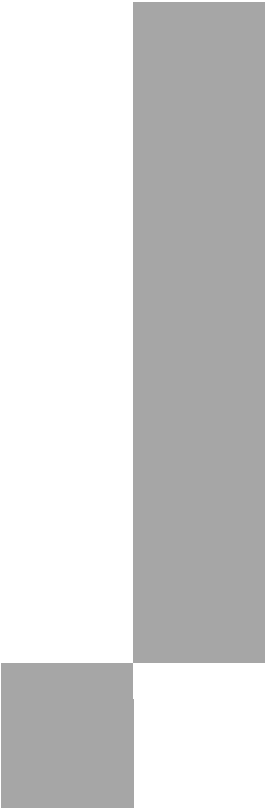
- Demonstrate the ability to autonomously collect, organize, critically analyze and

from clients and constituencies;

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
- Recognize that assessment is an ongoing process and therefore engages in continuous environmental scanning and strategic planning

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with



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interpret client/system data (including application of assessment tools and approaches) in complex practice situations

- Critically identify and implement theoretically informed assessment strategies
- Uses a multi-level structural approach to identify the focus of intervention targets

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

- Demonstrate practice autonomy in selecting appropriate intervention strategies
- Demonstrates the ability to move a client system through the practice intervention process
- Demonstrate the capacity to reflect on



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and on behalf of diverse clients and constituencies;

- Facilitate effective transitions and endings that advance mutually agreed-on goals
- Promotes self-determination and empowerment within the capacities and context of the client system
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

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

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
- Recognize that evaluation is an ongoing

one's own responses (i.e., affect and world views) that influence the progress and outcome of the intervention, including the dynamics of transference and countertransference

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

- Engages in evaluation of social work intervention using appropriate methods and strategies for process and outcome evaluation at each level of practice
- Demonstrate practice autonomy in collecting, organizing and interpreting evaluation data

process and therefore engages in
continuous environmental scanning &
strategic planning



APPENDIX E

STUDENT CONDUCT CODES

SCHOOL OF SOCIAL WELFARE STUDENT CONDUCT CODE

The regulations set forth in this document apply to the academic program, field education placements and all activities related to students' participation in the program and/or as members of the university community.

Students are expected to maintain conduct that is in accordance with standards of practice as defined by the School of Social Welfare, Stony Brook University, the professional Code of Ethics of the National Association of Social Workers (NASW), the field education agency and the professional regulations of the State of New York. Students who engage in activities that are contrary to these standards will be subject to review and possible disciplinary action by the School of Social Welfare and the University.

I. Professional Standards

A. While enrolled in the School of Social Welfare students shall:

1. Maintain high standards of personal conduct;
2. Not engage in discrimination against any person or group on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical handicap, or any other personal characteristic, condition, or status;
3. Treat everyone with whom the student comes in contact with respect, courtesy, fairness and good faith;
4. Act with consideration for the interest, character and reputation of others;
5. Represent accurately and fairly the qualifications, views and findings of colleagues and use appropriate channels to express judgments on these matters;
6. Respect the privacy and right to confidentiality of clients and colleagues;
7. Behave in accordance with School and agency policies and procedures.

B. Professional Misconduct includes but is not limited to the following:

No student shall:

1. Assault, threaten, harass, haze or otherwise physically, verbally, psychologically or sexually abuse, demean, ridicule or attempt to intimidate any other person connected with the University, at the field agency or in the conduct of any other activity related to the student's enrollment in the School; this includes but is not limited to bias related acts of assault or abuse, the

dissemination of material that ridicules or demeans individuals or groups and any acts which interfere with the rights of others.

2. Participate in, condone, or be associated with dishonesty, fraud, deceit, or misrepresentation.
3. Misrepresent professional qualifications, education, experience, or affiliations.
4. Exploit professional relationships for personal gain.
5. Exploit relationships with clients for personal advantage.
6. Engage in personal and/or sexual activities with clients.
7. Conceal information or activities that affect the safety and well-being of clients.
1. Carry a weapon on School or agency premises.
2. Misrepresent his/her role as a student to an institution, client or to the public at large so as to mislead them in their expectations of the student's competencies and/or limitations.
3. Engage in commercial activities/solicitation without clearance from the person(s) or body(ies) duly authorized by the President of the University or Field Agency Director to review such activities.
4. Practice and/or participate in any School academic or non-academic activity while under the influence of alcohol, drugs or mental disability not appropriately controlled.
5. Delegate his/her duties to an unauthorized person.
6. Falsify client or institutional records.
7. Fail to follow the University guidelines regarding the use of human subjects or laboratory animals in research or experimentation.
8. In agency practice, be habitually absent or late, habitually leave early or fail to notify the agency of intended absence.

C. Alcohol/Drug and Gambling Policy

The consumption of alcohol or possession of an open container of alcohol is prohibited in campus public areas.

No student is permitted to sell, possess or use substances defined by New York State and/or Federal Law as illegal or controlled, on University grounds, in the field agency or while engaged in activities related to his/her enrollment in the program.

No student is permitted to attend class or field while under the influence of alcohol or drugs.

No student will possess and/or introduce to the campus, and/or the field agency, or while engaged in any activity related to his/her enrollment in the program any drug paraphernalia including, but not limited to: bongos, water pipes, roach clips or hypodermic needles (not established to be specifically for the administration of prescribed medications.)

No student shall gamble for money or other valuables on University or field agency property or in any University facility.

II. Academic Dishonesty

1. Academic dishonesty includes but is not limited to:
2. Cheating on course or proficiency examinations by the use of books, notes, or other aids when these are not permitted, or by copying from other students.
3. Submission of similar papers or projects in more than one course without permission of the instructors.
4. Collusion: two or more students helping each other on an examination or assignment, unless specifically permitted by the instructors.
5. Use of substitutes, sitting in for another student at an examination, or permitting someone else to sit in for oneself.
6. Plagiarism: the submission of another's work as one's own original work without proper acknowledgement of the source.
7. Falsifying documents or records related to credit, grades, change of status forms (e.g. adds and drops), and other academic matters;
8. Altering an examination or a paper after it has been graded, for the purpose of fraudulently requesting a revision of the grade.
9. Use of unauthorized materials for an exam or project (e.g. use of calculators on an exam where they have been prohibited).
10. Theft, concealment, destruction, or inappropriate modification of classroom or other educational material; e.g. posted exams, library materials, laboratory supplies, computer programs and outputs.

III. Procedures

When an issue of student conduct and/or academic dishonesty arises, the following steps will be implemented:

- Consultation between student and relevant faculty, including field faculty, where indicated.
- Academic Standing Committee.

The following procedures will be implemented when a meeting of the Academic Standing Committee is to be held to consider any issues of student conduct and/or academic dishonesty:

1. The faculty advisor, the student and other involved persons should be invited to attend the meeting.
2. Student will be notified in writing of the date of the meeting.
3. The student has the right to attend in order to present pertinent information and to participate in the discussion of the issue(s).
4. Parties such as classroom faculty, field education faculty, field instructors, students, other appropriate university personnel who can provide relevant information will be allowed to attend and participate.
5. All written material to be considered at the Academic Standing Committee shall be made available to all participants in the meeting.

It shall be understood that this procedure is an internal School and/or agency matter and not a legal proceeding. No participant shall be entitled to other advocates and/or legal representation.

Following discussion of the issue(s) by the participants, the student, faculty advisor, and any guests shall withdraw. The Academic Standing Committee will then deliberate. Student members of the Committee may participate in the deliberation but they do not vote. Any member of the Committee may request that the vote on the final decision(s) be by closed ballot.

The Committee may make any of the following decisions:

1. Resolution of the issue(s) and no further action required.
2. Specify measures to be taken to deal with the issue(s) under consideration.

3. That the student be Placed on Probation, Suspended, or Terminated from the School.
4. Whether the student will be permitted to attend or continue to attend classes and/or field education.

After the deliberation, the student and faculty advisor are invited to return to the meeting and are informed of the Committee's decision(s).

The report of the Academic Standing Committee meeting must subsequently be in written form and must include a full description of the situation as presented to the Committee, a summary of the deliberations that reflects the reasons for the recommendations, as well as any non-majority views that a member or members of the Committee wish to have included. A copy of the report is distributed to all members of the Committee for comments. The final report is sent to the student and is placed in the SSW Office of Student Services student file.

SCHOOL OF SOCIAL WELFARE STONY BROOK UNIVERSITY

POLICY OF SEXUAL HARASSMENT

Harassment on the basis of sex is a form of sexual discrimination and violates Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the New York State Human Rights Law, and University policies and regulations. The State University of New York at Stony Brook reaffirms the principle that students, faculty and staff have the right to be free from sex discrimination in the form of sexual harassment inflicted by any member of the campus community. This community includes, but is not limited to, employees, students, visitors, contractors, and vendors associated with Stony Brook.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working, living, or academic environment.

The University is responsible for and fully committed to the prevention and elimination of unlawful sexual harassment. Supervisors and department heads are responsible for promoting an atmosphere free from sexual harassment. Sexual harassment of employees by supervisors, or of students by faculty or administrators, which imposes sexual cooperation as a condition of employment or academic advancement, is unlawful and will not be tolerated. Conversely, sexual harassment of supervisors by employees, faculty by students, or individuals by co-workers is also unlawful.

In evaluating student work and assigning grades for credit, instructors act on behalf of the University and with its authority. Personal relationships with students that compromise the objectivity and integrity on which such relationships should be built are inappropriate and unacceptable. Faculty and teaching/research assistants are not to have sexual, financial, and/or personal relationships with students. In addition, the University will not tolerate disabled, religious, ethnic, racist, sexist, or gender-prejudiced actions or statements on the part of faculty, staff, or students. Penalties may include suspension and dismissal.

Where to go for information, advice, or to file a complaint:

The Office of Diversity and Affirmative Action, located in Room 294 of the Administration Building, has professional staff trained to investigate and provide assistance regarding issues of sexual harassment, and can be reached by calling (631) 632-6280. All calls are confidential.

The Office of Field Education acts in collaboration with the Office of Diversity and Affirmative Action in those situations involving sexual harassment within field placement sites. Field Instructors and students are urged to contact the Office of Field Education with any concerns or questions regarding this matter.

APPENDIX F

SOCIAL MEDIA GUIDELINES

Stony Brook University
School of Social Welfare
Office of Field Education

Social Media Guidelines for Students

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 Twitter, Facebook, YouTube, Snapchat, Instagram and ever increasing blog sites.

Approximately 46 million individuals 12 years and older now check their social media sites and services several times a day. The majority of these (52%) have a profile on one or more social networks. This figure is driven largely by Facebook, which is now used by over half (51%) of Americans over the age of 12.

(<http://www.edisonresearch.com>). In the United States Twitter is as well-known as Facebook with 15% of American internet users active on Twitter (<http://www.mediabistro.com>).

As a social work intern placed in a human service organization you will come into contact with many individuals that utilize social media for various reasons. You must be aware of the ways that people can get information about you, connect with you and learn about your family and friends. It is important that you begin at this point to look at social media not only from a personal perspective but from a professional one. Your professional image extends beyond the physical setting of your field agency. Clients and staff of the agency will be able to view you as you are presented and as you present yourself through social media. Your 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 you should always remember when using social media (Judd and Johnson 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. Identity relevant information that can be easily disseminated through social network sites and then shared with large and unknown numbers 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 you should follow the NASW Code of Ethics. 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 107(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 your identity as an individual from your identity as professional, or in connection with your placement agency, as appropriate when commenting/posting on blogs, social media sites. Protect relevant personal information that can be shared with others.*

What Can You Do

Below are some suggestions that a student can do to protect their clients, their agency, their school and themselves:

- Set your personal information, pictures and comments on private setting;
- Use a pseudonym as your identification on social media sites and connected to any comments you may make on blogs;

- Google yourself to see what comes up;
- Recognize that Inappropriate, unprofessional photos, comments and references, that you post or are posted by others, can interfere with your professional credibility and can damage your professional reputation. Take steps to minimize or eliminate any risk to you associated with this.
- Keep your social work student status in mind when commenting on any sites;
- Keep your agency, client population and the School of Social Welfare in mind when commenting on any sites;
- Know the person you are “friending” and don’t “friend” past or present clients and/or their families.

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. Your placement site may have a webpage or a blog. These sites can and should be utilized by you. Use them appropriately and with your future social work professional status in mind. Talk to your field instructor about the following issues:

- Does your placement agency have a policy about the use of social media?
- How much and what type of personal information is shared with former and current clients
- How much and what type of personal information is shared with agency staff and colleagues
- Should I look up a client on social media? Should I do a Google search on a client at the agency? Should I Google agency colleagues on social media?
- Is there any type of agency related information that should not be sent by email? If there is, how should I convey that information?

References

Rebecca G. Judd , Lon B. Johnson in Ethical Consequences of Using Social Network Sites for Students in Social Work Programs Journal of Social Work Values and Ethics Volume 9 Number 1 2012

<http://www.mediabistro.com/alltwitter/social-media-user-demographics> b38095 Who uses Twitter? 15% Of Online Adults, 18-29 Year Olds, Smartphone Owners, Minorities [STUDY} Shea Bennett, May 31, 2012

Guidelines for the Use of Social Media, UNC-CH School of Social Work, Field

Education Program (2012-2013)

A Guide for Responsible Use of Social Media: Guidelines for Responsible Use of Social Media, Michigan State University School of Social Welfare, Office of Field Education

<http://www.edisonresearch.com/>, The Social Habit 2011, Entry by Tom Webster Sunday, May 29th, 2011 | Permalink

APPENDIX G

SCHOOL / AGENCY AGREEMENT

GRADUATE SCHOOL/AGENCY AGREEMENT

Agency _____

Address _____

Telephone # _____

Agency Field Instructor _____

Telephone # _____

Agency email: _____

Student: _____

Effective period of the attached statement

It is understood and agreed that the effective period between the agency and the School of Social Welfare of the Stony Brook University shall be for the academic period beginning _____ and until both or either party chooses to terminate this agreement.

Director of Agency (Signature)

Date

Field Instructor (Signature)

Date

Director of Field Education (Signature)

Date

Dean of School of Social Welfare (Signature)

Date

SCHOOL / AGENCY AGREEMENT

The approval of an agency for training of students is a School responsibility. The agreement between the agency and the School remains in effect until both or either party choose to terminate the affiliation. The agreement identifies areas of School and/or agency responsibility. These and other processes are spelled out in more detail in the Field Education Manual. It is assumed that in signing this agreement the agency accepts the policies and procedures as spelled out in both this agreement and the Manual.

RESPONSIBILITIES OF THE SCHOOL OF SOCIAL WELFARE

The School will provide the agency and field instructors with appropriate materials related to the field education program.

The School recommends students to be placed in agencies and/or programs. The expectation is that students will remain in a field education placement for two consecutive semesters (one academic year of 33 weeks) unless other arrangements are made. A minimum of 462 hours of Field Education is required of students in a two-day placement. A minimum of 693 hours of Field Education is required of students in a three-day placement. Any deviation from this understanding is contingent upon the careful consideration of circumstances affecting the student, the Agency and the School.

The student and the agency will participate jointly in developing an Educational Contract focused on the student's educational needs. The School reviews this contract for its educational validity.

The School will be available to the agency for consultation around field education issues.

The School will provide the structure and channel for the periodic review of field placement and for discussing the student's progress and the concerns of the student/field instructor/agency.

The School will provide on-going contact and meetings for agency field instructors and administrators.

RESPONSIBILITIES OF THE AGENCY

The agency will provide a field instructor who has a Master's Degree in Social Work from a CSWE accredited school of social work, **is licensed by New York State**, and has a minimum of three years post-Master's supervised experience in social work. The field instructor needs to be an integral member of the agency staff. Special arrangements may be considered in the use of a field instructor who does not meet the necessary criteria but who has knowledge and experience the

School considers essential for field education. The field instructor is expected to be familiar with the mission, goals and objectives of the School of Social Welfare as

outlined in the Field Education Manual and be willing to train students in keeping with these.

The agency will adjust the field instructor's workload in order to provide time for adequate supervision of the student(s) assigned.

The agency, through the field instructor, will make available to the student learning experiences suitable in quality and quantity for maximum professional growth and will participate in developing a field education plan with the School and the student.

The agency will provide time for field instructor involvement and attendance at seminars, meetings, and conferences that pertain to the student's educational experience. Field instructors who have not attended the Seminar In Field Instruction (SIFI) previously are required to attend and meet the requirements of this seminar.

The field instructor will submit an Educational Plan during the sixth week of the student's placement and a written evaluation of the student's performance at the end of each semester. Evaluations will be submitted to the School of Social Welfare, Office of Field Education by specified dates.

Copies of the student's recordings will be made available for perusal either at the School or the agency as needed. Recordings will comply with HIPAA regulations.

The agency agrees that students will be using their case material for class discussion and assignments. Where such material is used, client confidentiality will be protected in accordance with HIPAA regulations.

Agencies participate with the School in training students for professional practice in a variety of settings. They must therefore be open, willing and encourage students to implement practice approaches reflecting classroom learning.

APPENDIX H

SAFETY TIPS

SAFETY TIPS IN FIELD PLACEMENT

For Field Instructor conversations with students

Safety is a topic in field education that must be addressed and continuously incorporated into our work with students. Safety has various aspects: self-care, and emotional safety, physical safety, safety in the work with clients and safety in the community and during home visits. Orientation is a good place to start this conversation. Agency safety protocols should be addressed. Helping the student clearly understand her/his role, ensuring an understanding of agency policy and procedures, addressing how to engage with clients and show concern for and validating their circumstances, making sure student has regular access to supervision to process work, teaching how to focus on strengths as a problem solving strategy and how to set firm and clear boundaries in a compassionate and respectful manner, as well as understanding when and how to de-escalate a situation are all social work skills and/or values that work toward ensuring safety.

CONSIDER:

Self- Care

- Create a self-care plan with and for your student (exercise, nutrition, socialization, boundaries.)
- Share (and model) how you practice self-care
- Discuss concerns about work at the end of the day.
- Share agency safety training information with your student.

Home Visit Safety - Teach and encourage your student to:

- Engage clients with respect and compassion
- Respect client's space and property.
- Show concern about client and their situation.
- Get to know the police officers in the neighborhoods they frequent.
- Keep a detailed calendar with addresses, names and phone numbers and file numbers at work so that others know where they are.
- Look at the size, number and kinds of shoes sitting by the door or around the apartment so they have a sense of who is in the house.
- Consider keeping hand sanitizer, wipes, anti-bacterial soap/lotion handy.
- If s/he senses a safety issue, find something to agree about with a client, instead of escalating a situation and then leave.
- Always wait to be invited to sit; sit in straight-back chair and close to an exit.
- Set firm limits in a compassionate, respectful manner. Use specific behavioral language.
- If verbal redirection does not work, move to limit setting in a firm but flexible manner, offering choices when possible.
- Following resolution of a crisis debrief with the supervisor and all involved staff.

De-escalation Techniques - Suggestions to offer your student:

- 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 back up assistance (supervisor or another clinician) when possible for direct assistance or to simply stand back and observe discretely.
- Choose the safest possible location to talk to the client. Consider moving other clients out of the waiting area, step just outside the front door. Get assistance as needed.
- Use your own body language (keeping a relaxed and empathic 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 you can't keep.
- Avoid questions, statements, or information that may imply the client is to blame for his/her circumstance.

Community Safety - Help your student think about these things:

- Know the agency's policies and procedures for safety in the community
- Make sure her/his car has gas, is well maintained and has a local map available
- Park her/his car facing the direction s/he will be going when leaving
- Drive around the community prior to parking, taking note of key places -grocery stores, community center and people.
- Carry a charged cell phone and know how to use it to call emergency numbers.
- Always leave your destination/daily planner in the office with contact numbers attached.
- Carry an emergency health bag in her/his car (latex gloves, first aid kit)
- Walk confidently to the home, while using your eyes to scan the area.

Agency Safety - Students should:

- Know the safety related policies and procedures for the practicum agency
- Know the policies and reporting procedures related to sexual harassment in the practicum agency
- Know how to enter and leave the building safely (including before /after business hours).
- Know the check-in and check-out procedures.
- Know any internal code for signaling the need for help.
- Know if it is acceptable to work with clients with the doors open.
- Know if staff and students ever physically hold a client, and under what conditions.
- Know procedures for handling blood related incidents.
- Know where the fire extinguisher nearest you is located, as well as the nearest stairway.
- Know what to do and where to go in case of a fire or tornado.

- Know what to do if another staff person creates an unsafe or uncomfortable environment.
- Know where emergency numbers are posted (police, fire department, poison control).
- Know process for reporting injury at the agency.
- Know how to de-escalate angry clients.
- Know the agency policy in regards to clients who are inebriated or high.
- Know how to safely position self in office.
- Know how to use building security.
- Know how to use phone to access help.
- Know how to and uses supervision in regard to safety issues.
- Know what to do and how to document when clients make threats towards others.
- Know who to contact at the placement site when there is an incident or threat.
- Know when to inform Practicum Supervisor and Field Director
- Know what the procedure is if there is a suspicion that someone has a weapon.
- Know where to store personal items (purse).