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Curriculum and Structure of Field Education at the Graduate and Undergraduate Levels-rev. 02-21-19

MSW Field Education

The Council on Social Work Education has determined field education is the signature pedagogy for social work education.

Signature Pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum-classroom and field-are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated and evaluated based on the criteria by which students demonstrate the achievement of program competencies.

MSW Field Overview

The MSW program enjoys strong community support. Community support is one of the strongest assets of the Program. This is in part due to the program's commitment to a vital and extensive field education component that includes 900 hours of field practicum and the involvement of the community in participating in the development of the integrated community-based practice model that engages with the community in collaborative partnerships.

The field education component of the MSW Program curriculum consists of a Generalist year and an advanced second-year field experience. Field practicum in both the Generalist and the advanced year provide structured learning opportunities guided by established field education goals. The Field practicum and seminars provide opportunities for students to integrate theory and knowledge into practice through skill development and skill refinement within the context of professional values and ethics. Students also contrast field experiences in field seminar discussions, and engage in scholarly work to expand their knowledge beyond the scope of their practicum settings.

The field education goals reflect the MSW Mission Statement that affirms the social work tradition of promoting empowerment of all groups of people to achieve social justice and equality by enhancing the quality of life of individuals within the community through social work teaching, research, scholarship and service.

The agency/organization site with experienced professional supervision serves as the training ground for student development. Expectations are that the student develops practice competencies from a generalist perspective in the Generalist year. In the advanced practicum, it is expected that students focus on their skill and knowledge enhancement in integrated practice. Students as advanced practitioners must demonstrate an ability to analyze, intervene, and evaluate in ways that are highly differentiated, discriminating and self-critical. They must synthesize and apply a broad range of

knowledge as well as practice with a high degree of autonomy and skill. They must be able to refine and advance the quality of their practice as well as that of the larger social work profession.

Structure of Field Instruction

The field instruction component of the curriculum is designed with a two-semester generalist level concurrent field placement and two-semester concurrent advanced level field placement. The generalist and advanced field placement provide students with opportunities to integrate social work knowledge, values and skills in the application of professional practice at progressive levels.

Generalist Year Field Practicum

The Generalist year field practicum extends over two semesters, for fourteen weeks each semester, or a total of 400 clock hours. Students complete this placement at the same agency for both semesters. The semester break between semesters is typically followed and any exception to this is made through arrangements with the MSW field education office and the student's field instructor.

Monitoring and integration of the experience for students is through SWK 504 Field Practicum I and Seminar I (fall semester), and SWK 505 Field Practicum II and Seminar II (spring semester). The student is registered for and continues with the same instructor and section of field and seminar for both semesters.

In the generalist year field practicum, the application of generalist knowledge and skills is emphasized through the integration of the problem-solving process. Ecological, systems, and strengths-based empowerment models of practice are utilized. Generalist year field education objectives serve as the reference points for students and field instructors as they collaborate together to develop the students' learning contracts. The Generalist year field education objectives provide clear practice and evaluation goals for the field practicum. The faculty liaison serves as a resource for field instructors and students by providing guidance and feedback to them regarding the congruence of the learning contracts and field education outcome objectives. At the conclusion of the field practicum, students complete an agency and field instructor evaluation. Students are required to earn a minimum of 3.0 Quality Points to receive a letter grade of Satisfactory (see field practicum evaluation form and field seminar /practicum syllabi for explanation of quality points).

Integrated Practice Advanced Year Field Practicum

The advanced year field practicum extends over two semesters, for fourteen weeks each semester, for a total of 500 clock hours. Students complete this placement at the same agency for both semesters. The semester break between semesters is typically followed and any exception to this is made through arrangements with the MSW field coordinator, faculty liaison and the student's field instructor.

Monitoring and integration of the experience for students is through SWK 610 or SWK 612 Field Practicum III and Seminar III or SW (fall semester), and SWK 611 or SWK 613 Field Practicum IV and Seminar IV (spring semester). The student is registered for and continues with the same instructor and section of field and seminar for both semesters. Students are required to earn a minimum of 3.0 Quality Points to receive a letter grade of Satisfactory (see field practicum evaluation form and field seminar /practicum syllabi for explanation of quality points).

The integrated practice model in the second year of the program builds on the generalist perspective. Through the use of competency-based expectations students are expected to have the ability to synthesize and apply a broad range of knowledge, the ability to practice with a high degree of autonomy and skill, and the ability to refine and advance the quality of professional practice and that of the larger social work profession. The outcome objectives of preparing practitioners who can analyze, intervene, and evaluate in ways that are highly differentiated, discriminating and self-critical assure coherence between the Generalist year and the advanced year.. Integrated practice advanced competencies provide the basis for students and field instructors as they work together to develop learning contracts. The faculty liaison serves as a resource for field instructors and students by providing guidance and feedback to them regarding the

congruence of the learning contract with field education outcome objectives. The advanced year competencies also specify bulleted practice indicators which are the observable dimensions of each competency including knowledge, values, skills, and cognitive and affective processes

Availability during normal business hours of the agency

All students should expect that field placements require daytime availability. Although our part-time program courses are held in the evenings to accommodate working professionals, part-time students should recognize that daytime field placements are required. Generalist and advanced practice level field sites require students to complete their field hours during the normal business hours of the agency (typically 8-5, Mon-Friday) when LMSW or LCSW field instructors are available, and client appointments and staff meetings are scheduled.

Field Hour Exception for an Extended Semester

The expectations and exception process is detailed in the Field Hour section of this document. A typical exception request is to extend the semester by a few weeks to complete the required number of hours. Students would use the Field Hour Exception Request form to request an extended semester, or some other request related to the general expectations.

Requirements for Approval: In order for an *Extended Semester Field Placement Exception* to be granted by the Office Field Education when the placement is confirmed, the agency field instructor must be in agreement that the practicum extended semester provides continuity and quality field learning opportunities congruent with core competencies and practice behaviors. The plan must be approved by both field instructor and Faculty Liaison. If approved, the exception plan is attached to the Learning Contract with the dates and field hours clearly listed.

Grading: Students approved for an *Extended Semester Field Placement Exception* receive an “In Process” grade (PR) at the end of the traditional semester. The PR grade is converted to a final grade by the faculty liaison (Field Seminar Professor) upon the student’s completion of the required field hours and field practicum evaluation. All PR grades must be converted to a final grade at a satisfactory level (see field grading) before the student begins the second semester of field practicum. Please note: The IP grade does not remain on the student’s transcript and is replaced by the final semester grade.

Interruption of Field Placement

Under certain circumstances, a given field placement experience may need to be interrupted and changed (i.e., due to environmental, situational or performance related factors). In this event, in order to ensure that the student receives an adequate orientation to the new field practicum context, the equivalent of an additional 4 weeks of field internship with the new placement agency will be required. Students may apply for an extended semester field placement exception in order to support their successful completion of the field internship.

MSW Field Education Goals

It is expected that field practicum will provide students with:

- Practice opportunities that enhance student learning by integration of previous classroom experiences and direct application of social work knowledge and skills within a community-based practice setting.
- Opportunities for collaborative learning and practice through a variety of professional interdisciplinary settings that offer direct experiences at the micro, mezzo, and macro levels of practice.
- A learning environment that allows student development and maturity within the framework of professional values and ethics.

- An experiential setting that allows students to explore their professional utilization of self to promote change.
- An environment for practice that enhances the value of diversity and social justice.
- On-site supervision by an experienced MSW field instructor who is a licensed social work practitioner in New York State.
- Opportunities for student exploration of the professional context of practice including: social welfare policies and programs, agency structure and policies for operation, utilization of current research, and advocacy for populations-at-risk.
- Opportunities for application of evaluation methods to practice and/or program effectiveness.

MSW FIELD EDUCATION Competencies

Generalist Year Core Competencies

Competency 1–Demonstrate Ethical and Professional Behavior

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. Social workers:

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

Competency 2 –Engage Diversity and Difference in Practice

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 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. Social workers:

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

Competency 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. Social workers:

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

Competency 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. Social workers:

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

Competency 5 –Engage in Policy Practice

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. Social workers:

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

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities

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. Social workers:

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

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

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. Social workers:

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

Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities

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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

Competency 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. Social workers:

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

Integrated Practice Advanced Competencies

Competency 1–Demonstrate Ethical and Professional Behavior

Integrated practice social workers differentially use theories, evidence-based practice knowledge social work skills and use an ethical reasoning framework to inform decisions related to ethical tensions and challenges. They apply the values base of the profession, its ethical standards as well as relevant laws, and regulations to their practice while using a self-reflective stance and initiating use of consultation and supervision. The advanced integrated practice social worker uses practice interventions to enhance the well-being of individuals, families, groups and communities in an ethical manner and recognize the importance of the therapeutic and collaborative relationship, the person-in-environment and strengths perspectives. Social Workers:

- initiate and effectively use supervision and consultation while maintaining a self-reflective stance;
- manage personal values and maintain therapeutic and collaborative relationships with client systems, supervisors, peers and interprofessional teams;
- effectively and ethically, integrate and communicate professional judgments to other social workers and to professionals from other disciplines in oral, written and electronic formats and
- demonstrate professionalism in behavior, appearance, communications, punctuality, time management and attendance.

Competency 2 –Engage Diversity and Difference in Practice

Integrated practice social workers apply knowledge of diversity and difference in understanding the intersectionality's of power, privilege, oppression, discrimination, marginalization, disparities and their impact on human experiences. Social workers practice using a cultural humility framework, incorporating self-reflection and discovery to build positive relationships while also challenging power imbalances. Social workers engage in multidimensional understanding in policy, practice to promote institutional accountability. Social workers recognize that no single solution may work equally well for all clients and therefore seek and integrate many facets of difference in planning interventions. Social workers know about the ways in which various dimensions of diversity impact social determinants of health and wellness, help-seeking behaviors and healing practices. Social workers:

- understand the cultural humility framework and its impact on social work practice;
- recognize one's own experience with power and privilege;
- demonstrate cultural humility and
- assess for relevant social determinants of health and well-being.

Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice

Integrated practice social workers advocate for inclusion of clients and collaborating with partners to plan and develop programs, policies and laws related to serving clients and their families. To effect advocacy and needed change, social workers communicate effectively with partners. Advanced integrated practice social workers understand the discrimination and marginalization associated with disorders, diagnoses, and help-seeking behaviors across diverse populations. Social workers:

- Identify and use knowledge of relationship dynamics including power differentials to advocate at multiple levels for social, economic, employment, health, education, housing and human rights;
- understand the potentially challenging effects of economic, social, environmental and cultural factors in the lives of clients and client systems and
- Engage in practices to positively impact social determinants of health and promote well-being.

Competency 4 –Engage In Practice-informed Research and Research-informed Practice

Integrated practice social workers consult the empirical and evidence-based forms of evidence to inform their understanding and guide practice decisions. Integrated practice social workers use critical thinking to examine the applicability of the research and evidence to diverse populations and obtain feedback from client systems using a cultural humility framework. In considering interventions, the social worker is able to select, implement, and evaluate appropriate assessment, intervention, and evaluation tools for use with various target populations and use research findings to improve practice, policy and social service delivery. Social workers:

- identify, analyze and synthesis evidence to inform social work practice;

- demonstrate how evidence informs understanding of the multi-dimensions of integrated practice and the social determinants of health;
- demonstrate the knowledge of program evaluation in achieving intended outcomes and
- use research including evidence-based practice to evaluate and enhance the effectiveness of social work practice.

Competency 5 –Engage in Policy Practice

Integrated practice social workers analyze, formulate, and advocate for policies that advance social well-being, and are knowledgeable and use advocacy methods to contribute to policies in promoting human rights and social justice. Integrated practice social workers collaborate and partner with client systems of all sizes to promote effective policy action. Social workers:

- Identify the connection of policy on client systems and practice;
- understand the role social determinates of health play in policy;
- assess what changes are needed in policy;
- formulate an action plan and
- advocate to influence policies that improve the lives of clients.

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities

Integrated practice social workers engage client systems and constituencies by understanding and applying a range of appropriate theories. To foster this engagement, social workers recognize the dynamic, interactive and reciprocal process of engagement with diverse populations. Integrated practice social workers apply principles of relationship building and collaboration to facilitate engagement. Integrated social workers consider the contexts of those experiences using a cultural humility perspective. Integrated practice social workers also recognize how their own life trajectory influences their engagement with diverse client systems and are self-reflective about their own reactions.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other theoretical frameworks to engage with clients and constituencies;
- use empathy, reflection, interpersonal skills and cultural humility to engage diverse clients and constituencies;
- manage the dynamics and contextual factors that both strengthen and potentially threaten the relationship and
- develop rapport that encourages client(s) to be equal participants in the working relationship

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

Integrated practice social workers have the knowledge and skills to conduct comprehensive bio-psycho-social-spiritual assessments. Assessment includes an understanding of intersectionality issues as they impact the client experience. Social workers understand that assessment is an ongoing process and includes input from clients and others. Social workers select appropriate methods for assessment based on client need and specific context. Social workers consider multiple sources of data and actively collaborate with others in the assessment process. Social workers:

- Conduct comprehensive assessments;
- Collaborate with others to gather necessary information;
- Include data and information from other relevant sources;
- Ensure that the client is an active participant;
- Continuously reassess based on client need and changing circumstances;
- Develop mutually agreed upon goals and intervention strategies based on continuous assessment and
- Ensure that social work perspectives are present in interprofessional team meetings.

Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities

Integrated practice social workers use empirical and theoretical knowledge to develop assessment-based interventions. In working with client systems, integrated practice social workers draw from multiple modalities and strategies and can match the intervention to the assessed need and client goal. Integrated practice social workers are skilled at choosing and implementing interventions to achieve client goals and enhance capacities of client systems. Social workers develop intervention plans in collaboration with client systems, interprofessional teams and partners using a strengths-based approach. Social workers:

- apply critical thinking and understanding of theoretical frameworks in identifying interventions;
- using evidence, choose interventions that match the assessed need and client goal;

- develop appropriate intervention plans with measurable objectives and outcome;
- modify interventions as needed, based on evaluation findings
- effectively collaborate with others to achieve practice outcomes and
- mobilize resources and assets to enhance client system capacity

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

Integrated practice social workers apply skills to establish evidence-based evaluations founded on measurable goals, objectives and outcomes. Whether working collaboratively with or independently of other practitioners, social workers aim to ascertain the intended and unintended effects of interventions. Integrated practice social workers regularly evaluate the effectiveness of chosen interventions and modify them as needed. Integrated practice social workers communicate and disseminate evaluation results to intended audiences. Social workers:

- regularly evaluate the effectiveness of chosen interventions;
- demonstrate the knowledge of practice evaluation in achieving intended outcomes and
- based upon the results of practice evaluation, adjust intervention plans on a continuing basis and
- appropriately disseminate findings.

Integration of Field Seminar and Field Practicum

The Generalist and integrated practice advanced year competencies are realized operationally through the Field Practicum and Field Seminar experiences. The overall design of the MSW program is such that the achievement of competencies begins with an understanding of the mission of the program, demonstration of knowledge and skill acquisition in all courses, and culminates in an assessment of demonstrated competencies in real practice in the Generalist year and advanced year field components. The formal evaluation procedure is an integral part of the Practicum requirement and is conducted at the end of each semester with the field instructor, faculty liaison, and student.

Field seminars are structured to facilitate integration of course content with field practicum learning experiences. Seminar requirements are designed to facilitate this integration through class discussion, exercises, writing, presenting, and participating in group activities. The field seminar is taken concurrently with each practicum. The Field Practicum/Field Seminar courses are designed as four consecutive courses. SWK 504 is the first course, followed by SWK 505 in the Generalist year, and SWK 610/612 followed by SWK 611/613 in the advanced year. Each course is structured with both field practicum and field seminar components.

FIELD EDUCATION OPERATIONAL PROCESS AND PROCEDURES

Selection Process for Practicum Sites

The field experience should maximize development of social work professional and practice skills. The collaborative nature of the MSW program philosophy and structure is a model for the design of the field practicum relationship with community agencies and organizations. The selection of appropriate internship sites is based on the desire to have excellent educational practice opportunities available for student learning.

Agencies and organizations contribute substantial resources to student education through the provision of teaching and the creation of learning situations that foster integration of knowledge and skill development. The agency/organization needs to be able to provide distinct learning opportunities and activities that are consistent with the objectives, values, and mission of the program, college, and profession. The agency must be able to provide a qualified field instructor and agency experiences that align with the program's learning outcomes for the Generalist year, and/or the Concentration year.

Criteria utilized to assess agency practicum sites include:

1. The agency must have a demonstrated commitment to excellence in the provision of services and professional development of students.
2. The agency goals and objectives must align with the program mission and goals.
3. The values and ethics of the profession should be demonstrated through agency structure and functions.
4. The value of the agency-based experience is recognized and educational activities developed within a supportive (learning) environment.
5. Agency-based learning opportunities are provided and are designed to expand student participation within various systems and at different system levels.
6. The agency must provide adequate space and access to agency resources appropriate for carrying out assigned responsibilities and functions.
7. The agency must provide the necessary measures to protect the safety of the student. At a minimum this should include: where not to go, how to conduct oneself when in the field, how to interact with potentially dangerous individuals, and other generally accepted actions to be followed in specific situations.
8. The agency allows the student maximum exposure to and participation in agency training and in- service opportunities.
9. The agency provides staff for regular and timely individualized supervision with an experienced MSW licensed as an LMSW or LCSW in the State of New York. The field instructor must have an MSW degree from a CSWE accredited program and two years post MSW degree practice experience.
10. The agency agrees to ongoing and frequent participation in the evaluation process.
11. The agency agrees to provide up-to-date information on agency services, organization, and student placement procedures and opportunities.

Criteria for Selection of Field Instructors

The field instructor is seen as a valued contributor to the educational accomplishments of the student. The student - field instructor relationship provides a unique in the learning process. Because the learning environment has shifted from the classroom to the field, the learning process also shifts to an interactional action-based process. The field instructor becomes pivotal in guiding students' skill development and refinement. Field instructors are expected to:

1. Possess an attitude toward professional graduate social work education that fosters a positive relationship for agency-based learning.
2. Possess a Master's Degree in Social Work from an CSWE accredited MSW Program with a minimum two years post MSW practice experience, and be licensed to practice social work in NYS. It is recommended that the field instructor have at least one-year experience at the agency site.
3. Have an ability to distinguish internship learning and evaluation from staff performance expectations and incorporate these differences in the evaluation process of the student.
4. Be able to recognize and accommodate teaching responsibilities at a generalist and advanced integrative level of practice.
5. Be able to creatively provide practicum experiences that enable the student to integrate social work knowledge, skills, values, awareness of diversity, and all other classroom learning into the field experience.
6. Possess a desire and ability to create a learning environment that recognizes student differences and provides for the student a professional educational setting that enhances individual strengths and challenges development of new skills. Possess a desire to participate in a college/agency collaborative effort to offer a sound educational experience for the student by providing feedback and input into new practice directions and trends.
7. Possess a willingness to attend field instruction orientations, seminars, and field instruction site selection activities organized by the Office of Field Education.
8. Possess the willingness to provide structured supervisory time on a regular minimum one-hour per week basis.

Roles and Responsibilities

The roles and responsibilities of the participating people and designated units of the MSW Program and agency are outlined below:

MSW Program Responsibilities

1. Preparation and continuation of all functions directing the placement of students in the field setting according to program standards.
2. Selection of agencies and placement of students in an appropriate practicum setting.
3. Monitoring of the student's practicum to ensure and maintain a sound educational experience based on student need and learning contract.
4. Provision of a placement process that is functional in bringing together agencies and students for negotiating a field-learning contract.
5. Provision of orientation sessions to field instructors and other opportunities for further cooperative continuing education between the Program and agencies.

6. Coordination of a minimum of two meetings during the field experience between the faculty field liaison, the agency field instructor, and the student in the practicum to evaluate student progress.
7. Maintain the mechanism and procedures for termination of a student's field practicum when either the student or agency is unable to fulfill the obligations of the field contract.
8. Provision of joint opportunities to discuss, evaluate, and implement improvement to field education.

Agency Responsibilities

1. Provision of appropriate learning activities for the student including opportunities that allow for work at all levels with systems of all sizes.
2. Provision of adequate space and resources for the student to comfortably engage in agency work.
3. Engaging in the selection and placement process of students.
4. Understanding and participating in the educational and evaluation process of the student.
5. Provision of a qualified field instructor for each student assigned to the agency.
6. Providing an atmosphere of cooperative learning that allows for other agency personnel to become involved in the educational process.
7. Creation of a creative learning environment that is both challenging and rewarding to student and field instructor.
8. Completion of all college affiliation and agency agreements and related documents.

MSW Field Coordinator Role and Responsibilities

The MSW Field Coordinator is responsible for the administration of the Field Practicum. The field coordinator works in a collaborative manner with community agencies to ensure planned cooperation and coordination between the program and the agencies it selects for the placement of students.

1. Administers the Field Education component of the MSW Program including but not limited to student placement in field practicum settings.
2. Provides information to various constituents regarding accreditation related issues pertaining to Field Education.
3. Identifies agencies and organizations to establish field education sites.
4. Explicates and represents field policies and procedures required for the practicum process.
5. Provides annual student field instruction orientation and annual field instructor orientation covering curriculum and other Program changes and relevant field instructor trainings.
6. Compiles and maintains current information on agency affiliations.
7. Maintains and makes available an updated *Field Education Manual* to appropriate parties.
8. Collaborates and meets on an as needed basis, with faculty liaisons/seminar instructors.
9. Provides oversight of the Program and policies process for field education awards.
10. Serves as the negotiating office for resolution of agency field instructor issues and field education related conflicts not successfully resolved by the faculty liaison.
11. Monitors all field practicum sites, including student and faculty liaison evaluations and feedback.
12. Provides leadership for MSW Program field instruction committees, sub-committees, and other appropriate groups.

Field Instructor Responsibilities

1. Participate in the student practicum interview and assignment process.
2. Participate in the orientation process of the student to establish the framework for agency work.
3. Provide guidance and feedback to the student as the student writes her or his field learning contract, identifying the tasks and responsibilities of the student in the agency.
4. Develop and create Generalist or Concentration year experiences that enable the student to learn and practice social work skills.
5. Provide regular weekly formal supervision of the student for monitoring student learning and service engagement as well as plans for monitoring student's performance and progress toward stated learning objectives.
6. Select work load and responsibilities for the student so that they are attuned to the setting, taking into consideration the student's capacity, interests, past experiences, learning style, life patterns, and goals of the Program.
7. Attend required workshop/seminars/field practicum training events sponsored by the Program.
8. Assist the student in the integration of classroom learning into the field experience.
9. Provide joint management of student time and monitoring of field practicum requirements.
10. Participate in student conferences with the faculty liaison, student and field education director as necessary.
11. Maintain on-going contact with the faculty liaison to identify any issues of concern with the student or placement.
12. Participate in the evaluation process as established by the Program and complete the end of semester evaluations of the student.

Task Supervisor assignment by some agencies to complement Field Instructor

In addition to being assigned a licensed social worker as field instructor, some agencies also assign the student a task supervisor. The task supervisor provides the student with day- to-day supervision. A task supervisor may have a Master's Degree in another discipline as field instructor supervision is required to be provided by licensed social worker meeting the requirements specified. The task supervisor may give input to the evaluation, but the responsibility of evaluating student performance rests with the field instructor.

Faculty Liaison Responsibilities

1. Provide explanation of field practicum policies and expectations of the school and agency relationship as questions arise during the course of liaison with the student and agency (in consultation with the Director of Field Education).
2. Provide mediation of issues/conflicts between the agency field instructor and the student or the Program.
3. Monitor student progress toward accomplishment of learning objectives for the field practicum.
4. Maintain consistent contact with the field instructor and student through visits to the agency a minimum of two times during the year and phone contacts as necessary.
5. Provide classroom opportunities for integration of course material and field experience.
6. Ensure completion of all requirements for the student/agency contracts and evaluation procedures.
7. Evaluate student progress in the agency through the field seminar experience.
8. Encourage and assist the field instructor in creation of challenging and rewarding experiences for agency-based learning.

9. Complete agency liaison summary reports and submit summary report with evaluation forms, along with student time sheets to the Director of Field Education.
10. Participate in the semester evaluation process and recording of the final grade for the practicum experience.
11. Maintain regular contact as needed with the Director of Field Education

Student Responsibilities

1. Prepare self for an agency-based professional social work educational experience, integrating course material, life experiences, and skill development.
2. Complete all field instruction paperwork in a timely fashion and work collaboratively with the MSW field office to assist in the process of field practicum assignment.
3. Review, sign, and submit the Social Work Field Practicum Student Training Agreement to the Director of Field Education prior to beginning field practicum.
4. Complete all requirements for agency placement.
5. Understand the operational procedures, structure, and functions of the agency.
6. Act responsibly in all activities undertaken in the agency maintaining confidentiality and ethical practice standards.
7. Act in a professional manner as a representative of the agency to the wider community.
8. Adhere to the NASW Social Work Code of Ethics.
9. Assume an active and responsible role in planning the learning objectives and specific responsibilities for the practicum experience, including, but not limited to, developing and updating the field practicum learning contract.
10. Take responsibility for setting and preparing an agenda for weekly supervision at the agency.
11. Notify the field instructor and faculty liaison in a timely manner of any issues in the field practicum.
12. Maintain a schedule for attendance and prompt notification of any absences.
13. Maintain field practicum time sheet including obtaining field instructor's weekly review and signature and submission of time sheet to faculty liaison upon request during the semester and at the end of each semester.
14. Be open to critical analysis and feedback of performance behaviors and integration of learning.
15. Complete the required evaluation forms within required timeframes.
16. Actively participate in the field evaluation process of student learning.

PHILOSOPHY OF FIELD INSTRUCTION FOR UNDERGRADUATE STUDENTS

The Council on Social Work Education (CSWE) has determined field education is the signature pedagogy for social work education.

Signature Pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum: classroom and field, are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on the criteria by which students demonstrate the achievement of program competencies.

Undergraduate Program Mission:

Firmly grounded in the liberal arts tradition and informed by the person-in-environment and global perspectives, the Undergraduate Social Work Program at the College at Brockport, State University of New York, is committed to the promotion of human rights, social, economic, and environmental justice, and the elimination of poverty and oppression. Through teaching, service, and scholarship, we strive to prepare competent, self-aware, ethical generalist social workers for evidence-based practice with diverse populations, advocating for the well-being of all people in our shared global community.

Undergraduate Program Goals:

In order to operationalize its mission, the faculty assigned to the Undergraduate Social Work will:

1. Create a challenging educational environment that engages students in active learning and facilitates the acquisition of professional social work knowledge, values, and skills.
2. Provide a rich array of community engagement opportunities that allow students to connect with their community in the promotion of justice.
3. Encourage students to engage in ongoing critical self-reflection resulting in an understanding of both their place in the global community and their responsibility to the well-being of that global community.
4. Educate competent generalist level social workers prepared for employment and graduate study.

The faculty members define generalist social work as follows:

Generalist social work practice refers to the knowledge base, professional values, and practice skills needed for the social work practitioner to intervene, using a multi-level approach to assessment and intervention. It involves working in partnership with the client system to frame problems in a manner that assists the client system to meet goals. It seeks to identify and strengthen the maximum potential in individuals, groups, organizations, and communities and is committed to understanding and respecting the unique context of the client system and responding to issues of human diversity. The generalist social worker is able to use the framework and ethical guidelines of the NASW and IFSW codes of ethics with client systems and to promote social and economic justice. The generalist practitioner is able to use critical thinking and research informed practice to identify and intervene in a manner that strengthens the client system.

Accreditation Information

The Undergraduate Social Work Program has been continually accredited by the Council on Social Work Education (CSWE) since our inception in 1971.

CONTACT US:

Address: 350 New Campus Drive, Brockport, NY, 14420-2952

Phone: (585) 395-2324

Email: socwork@brockport.edu.

Website: https://www.brockport.edu/academics/social_work/

The social work curriculum is competency-based and follows the CSWE 2015 Educational Policy which states:

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. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

All graduates of the undergraduate social work program at The College at Brockport, State University of New York are expected to demonstrate each of the following nine CSWE competencies:

[The full CSWE Educational Policy and Accreditation Standards can be found here.](#)

Competency 1–Demonstrate Ethical and Professional Behavior

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. Social workers:

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

Competency 2 –Engage Diversity and Difference in Practice

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 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. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 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. Social workers:

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

Competency 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. Social workers:

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

Competency 5 –Engage in Policy Practice

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. Social workers:

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

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities

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. Social workers:

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

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

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. Social workers:

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

Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities

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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

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

Competency 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. Social workers:

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

FIELD EDUCATION - REQUIREMENTS AND OPTIONS

Field education is an integral part of the curriculum. Students anticipate and prepare for field work from the time they enter the program. After acceptance to the major, students take junior level courses that emphasize preparation for professional practice. For example, Human Behavior in the Social Environment I and II incorporate role plays on the life cycle and interaction in groups; Human Diversity draws on many speakers who are in practice with vulnerable clientele; Social Work Methods courses include role plays on communication, skill development, counseling skills, and family intervention. In social policy and research courses, students prepare for practice by applying the content to practice situations.

A student may complete the Senior Field Placement requirement by following one of the three options listed below:

- **Block placement** (four days per week, 8 hours per day for Fall or Spring Semesters (availability for Fall semester block placement is dependent upon sufficient number of students to fill class cohort)
- **Concurrent placement** (two days per week, 8 hours per day for two consecutive semesters, Fall and Spring)
- **Spring block in an International Field Setting** (in approved country field site, e.g. Ireland or Vietnam)

Criteria for entrance to these options vary slightly and can be found in the field application.

Hours Requirement

Undergraduate Field instruction is for a **minimum** of 440 clock hours. Undergraduate students follow the College at Brockport’s academic calendar, unless they make other arrangements with the agency field instructor and faculty liaison. Such arrangements must be made during the contracting stage and incorporated into the body of the Agency Learning Agreement/Student Learning Contract. The Coordinator of Field Education must be notified of such agreements in writing or via email. **In a concurrent field placement, 220 hours must be completed prior to the Winter break. Hours cannot be carried over from fall to spring semester.**

FIELD EDUCATION OPERATIONAL PROCESS AND PROCEDURES

Selection Process for Practicum Sites

The field experience should maximize development of social work generalist level competence in the nine core areas. The College at Brockport Undergraduate Social Work Program has developed close ties to urban and rural communities in the Greater Rochester Metropolitan area and offers selected international field placement opportunities based on established relationships with community agencies and organizations as well as international sites in conjunction with the College's International Education Office. The selection of appropriate internship sites is based on the desire to have excellent educational practice opportunities available for student learning.

Agencies and organizations contribute substantial resources to student education through the provision of learning situations that foster integration of knowledge and skill development.

The agency/organization needs to be able to provide distinct learning opportunities and activities that are consistent with the goals, values, and mission of the program, college, and profession. The agency must be able to provide a qualified field instructor and agency experiences that align with the program's learning outcomes for generalist social work practice.

Criteria utilized to assess agency practicum sites include:

1. The agency must have a demonstrated commitment to excellence in the provision of services and professional development of students.
2. The agency goals and objectives must align with the program mission and goals.
3. The values and ethics of the profession should be demonstrated through agency structure and functions.
4. The value of the agency-based experience is recognized and educational activities developed within a supportive (learning) environment.
5. Agency-based learning opportunities are provided and are designed to expand student participation within various systems and at different system levels to allow core competency development.
6. The agency must provide adequate space and access to agency resources appropriate for carrying out assigned responsibilities and functions.
7. The agency must provide the necessary measures to protect the safety of the student. At a minimum this should include: where not to go, how to conduct oneself when in the field, how to interact with potentially dangerous individuals, and other generally accepted actions to be followed in specific situations.
8. The agency allows the student maximum exposure to and participation in agency training and in-service opportunities.
9. The agency provides staff for regular and timely individualized supervision (if scope of practice is protected under licensing laws, supervision must be provided by a licensed social worker, if the practice activity is exempted, supervision must be provided by an experienced BSW or MSW practitioner).
10. The agency agrees to ongoing and frequent participation in the evaluation process.
11. The agency agrees to provide up-to-date information on agency services, organization, and student placement procedures and opportunities.

Criteria for Selection of Field Instructors

The field instructor is seen as a valued contributor to the educational accomplishments of the student. The student - field instructor relationship provides a unique in the learning process. Because the learning environment has shifted from the classroom to the field, the learning process also shifts to an interactional action-based process. The field instructor becomes pivotal in guiding students' skill development and refinement. Field Instructors are expected to:

1. Possess an attitude toward professional social work education that fosters a positive relationship for agency-based learning.

2. Possess a social work degree from an accredited social work program (BSW or MSW degree). If scope of practice is protected under the NYS Social Work licensing laws, (in a non-exempted setting) the field instructor should be licensed to practice social work in NYS.
3. The field instructor needs to have two years post degree experience. It is recommended that the field instructor have at least one-year experience at the agency site.
4. Have an ability to distinguish internship learning and evaluation from staff performance expectations and incorporate these differences in the evaluation process of the student.
5. Be able to recognize and accommodate teaching responsibilities at a generalist level of practice.
6. Be able to creatively provide practicum experiences that enable the student to integrate social work knowledge, skills, values, awareness of diversity, and all other classroom learning into the field experience.
7. Possess a desire and ability to create a learning environment that recognizes student differences and provides for the student a professional educational setting that enhances individual strengths and challenges development of new skills.
8. Possess a desire to participate in a college/agency collaborative effort to offer a sound educational experience for the student by providing feedback and input into new practice directions and trends.
9. Possess a willingness to attend field instruction orientations, seminars, and field instruction site selection activities organized by the Office of Field Education.
10. Possess the willingness to provide structured supervisory time on a regular minimum one-hour per week basis.

Roles and Responsibilities

The roles and responsibilities of the participating people and designated units of the Program and agency are outlined below:

Undergraduate Social Work Program Responsibilities

1. Preparation and continuation of all functions directing the placement of students in the field setting according to program standards.
2. Selection of agencies and placement of students in an appropriate practicum setting.
3. Monitoring of the student's practicum to ensure and maintain a sound educational experience based on student need and learning contract.
4. Provision of a placement process that is functional in bringing together agencies and students for negotiating a field-learning contract.
5. Provision of orientation sessions to field instructors and other opportunities for further cooperative continuing education between the Program and agencies.
6. Coordination of a minimum of two meetings during the field experience between the faculty field liaison, the agency field instructor, and the student in the practicum to evaluate student progress.
7. Maintain the mechanism and procedures for termination of a student's field practicum when either the student or agency is unable to fulfill the obligations of the field contract.
8. Provision of joint opportunities to discuss, evaluate, and implement improvement to field education.

Agency Responsibilities

1. Provision of appropriate learning activities for the student including opportunities that allow for work at all levels with systems of all sizes.
2. Provision of adequate space and resources for the student to comfortably engage in agency work.
3. Engaging in the selection and placement process of students.
4. Understanding and participating in the educational and evaluation process of the student.
5. Provision of a qualified field instructor for each student assigned to the agency.

6. Providing an atmosphere of cooperative learning that allows for other agency personnel to become involved in the educational process.
7. Creation of a creative learning environment that is both challenging and rewarding to student and field instructor.
8. Completion of all college affiliation and agency agreements and related documents.

Coordinator of Field Education Role and Responsibilities

The Coordinator of Field Education is responsible for the administration of the Field Education Program. The Coordinator of Field Education works in a collaborative manner with community agencies to ensure planned cooperation and coordination between the program and the agencies it selects for the placement of students.

1. Administer the Field Education component of the Program in consultation with the Department Chair and faculty, including but not limited to student placement in field practicum settings.
2. Provide information to various constituents regarding accreditation related issues pertaining to Field Education.
3. Initiate discussions and coordinate field placement affiliation agreement process with agencies and organizations and the College Contracts office to establish field education sites.
4. Explicate and represent field policies and procedures required for the practicum process.
5. Provide annual field instructor orientation covering curriculum and other Program changes, relevant field instructor trainings, and connect to other professional development opportunities as available.
6. Compile and maintain current information on agency affiliations.
7. Maintain and distribute an updated *Field Education Manual* to appropriate parties.
8. Collaborate and meet on an as needed basis, with faculty liaisons/seminar instructors.
9. Provide oversight of the Program and policies process for field education awards.
10. Serve as the negotiating office for resolution of agency field instructor issues and field education related conflicts not successfully resolved by the faculty liaison.
11. Monitor all field practicum sites, including student and faculty liaison evaluations and feedback.
12. Provide leadership for field instruction committees, sub-committees, and other appropriate groups.

Faculty Liaison Responsibilities

1. Provide explanation of field practicum policies and expectations of the school and agency relationship as questions arise during the course of liaison with the student and agency (in consultation with the Coordinator of Field Education).
2. Provide mediation of issues/conflicts between the agency field instructor and the student or the Program.
3. Monitor student progress toward accomplishment of learning objectives for the field practicum.
4. Maintain consistent contact with the field instructor and student through visits to the agency usually two times during the field placement and phone contacts as necessary.
5. Provide classroom opportunities for integration of course material and field experience.
6. Ensure completion of all requirements for the student/agency contracts and evaluation procedures.
7. Evaluate student progress in the agency through the field seminar experience.
8. Encourage and assist the field instructor in creation of challenging and rewarding experiences for agency-based learning.
9. Submit evaluation forms, along with student time sheets to the Coordinator of Field Education.
10. Participate in the semester evaluation process and recording of the final grade for the practicum experience.
11. Maintain regular contact as needed with the Coordinator of Field Education.

Field Instructor Responsibilities

1. Participate in the student practicum interview and assignment process.
2. Participate in the orientation process of the student to establish the framework for agency work.
3. Provide guidance and feedback to the student as the student writes her or his field learning contract identifying the tasks and responsibilities of the student in the agency.
4. Develop and create generalist level social work experiences that enable the student to learn and practice social work skills in the nine core competency areas.
5. Provide regular weekly formal supervision of the student for monitoring student learning and service engagement as well as plans for monitoring student's performance and progress toward stated learning objectives.
6. Select work load and responsibilities for the student so that they are attuned to the setting, taking into consideration the student's capacity, interests, past experiences, learning style, life patterns, and goals of the Program.
7. Attend required workshop/seminars/field practicum training events sponsored by the Program.
8. Assist the student in the integration of classroom learning into the field experience.
9. Provide joint management of student time and monitoring of field practicum requirements.
10. Participate in student conferences with the faculty liaison, student and Field Education Coordinator as necessary.
11. Maintain on-going contact with the faculty liaison to identify any issues of concern with the student or placement.
12. Participate in the evaluation process as established by the Program and complete the end of semester evaluations of the student.

Task Supervisor assignment by some agencies to complement Field Instructor

In addition to being assigned a field instructor, some agencies also assign the student a task supervisor. The task supervisor provides the student with day-to-day supervision. The task supervisor may give input to the evaluation, but the responsibility of evaluating student performance rests with the field instructor.

Student Responsibilities

Students are selected to enter their senior field placement when they have completed all junior level (300) social work courses with a grade of "C" or better. The student must have a social work grade point average of at least 2.5, as well as an overall grade point average of at least 2.5. A student seeking a field placement must fill out an application that articulates what they need to learn in order to move forward with their social work education. Social work faculty are included in the decision of students to enter field. A student who is on academic probation or who has presented concerns about their capacity to make the best use of their field placement will not be allowed to interview for a field placement. Students are expected to:

1. Prepare self for an agency-based professional social work educational field experience integrating course material, life experiences, and skill development.
2. Complete all field instruction paper work in a timely fashion and work collaboratively with the field office to assist in the process of field practicum assignment.
3. Review, sign, and submit the Social Work Field Practicum Student Training Agreement to the Coordinator of Field Education as part of the field application process.
4. Complete all requirements for agency placement.
5. Understand the operational procedures, structure, and functions of the agency.

6. Act responsibly in all activities undertaken in the agency maintaining confidentiality and ethical practice standards.
7. Act in a professional manner as a representative of the agency to the wider community.
8. Adhere to the [NASW Social Work Code of Ethics](#).
9. Assume an active and responsible role in planning the learning objectives and specific responsibilities for the practicum experience, including, but not limited to, developing and updating the field practicum learning contract.
10. Take responsibility for setting and preparing an agenda for weekly supervision at the agency.
11. Notify the field instructor and faculty liaison in a timely manner of any issues in the field practicum.
12. Maintain a schedule for attendance and prompt notification of any absences.
13. Maintain field practicum time sheet including obtaining field instructor's weekly review and signature and submission of time sheet to faculty liaison upon request during the semester and at the end of each semester.
14. Be open to critical analysis and feedback of performance behaviors and integration of learning.
15. Complete the required evaluation forms within required timeframes.
16. Actively participate in the field evaluation process of student learning.