



MSW Field Education Manual

**Brockport Downtown
161 Chestnut Street
Rochester, NY 14604**

Table of Contents

Letter from MSW Field Coordinator	4
Introduction	5
MSW Program Description	
Mission Statement and Program Goals	5
Generalist Practice Definition	6
Generalist Competencies	6
Integrated Practice Definition.....	10
Integrated Practice Advanced Competencies	10
Key Concepts	13
Community Collaboration.....	14
Empowerment	14
Strengths Perspective	14
Interprofessional & Interdisciplinary Team Work	14
Evidence-Based Practice	15
Social Determinants of Health	15
Cultural Humility	16
Curriculum	
Generalist Practice Curriculum	17
Course Descriptions Generalist Level	17
Advanced Standing Students Bridge Courses.....	19
Integrated Practice Advanced Curriculum	19
Course Descriptions- Integrated Practice	19
Graduate Certificate in Gerontological Social Work.....	22
MSW Field Education	
CSWE: Field as the Signature Pedagogy	24
MSW Field Overview	24
Structure of Field Instruction.....	25
Generalist Year Field Practicum	25
Integrated Practice Advanced Year Field Practicum.....	25
Availability during Normal Business Hours of the Agency.....	26
Extended Semester Field Practicum Exception.....	26
Grading.....	27
Semester Break Coverage for Continuity of Services.....	27
MSW Field Education Goals	28
Integration of Field Seminar and Field Practicum.....	28
Field Education Operational Processes and Procedures	
Selection Process for Practicum Sites	29
Criteria for Selection of Field Practicum Agency Partners	29
Criteria for Selection of Field Instructors.....	29
Roles and Responsibilities	
MSW Field Coordinator Responsibilities	30
Agency Responsibilities	31

Field Instructor Responsibilities.....	31
Task Supervisor Responsibilities	32
Faculty Liaison Responsibilities.....	32
Student Responsibilities	33
Field Education Policies	
Field Placement Readiness.....	33
Placement Planning and Field Assignment Process	34
Employment-Based Field Instruction.....	35
Social Work Field Practicum Student Training Contract.....	35
Field Learning Contract- Purpose	35
Grading.....	36
Standards, Policies and Procedures for Evaluating Academic Performance	37
Standards to Evaluate Academic Performance.....	37
Policies and Procedures for Review of Academic Performance	40
Pre- & General Academic Review	40
Pre & Field Academic Review	41
Field Education Evaluations Purpose	43
Field Education Forms	
Social Work Field Practicum Student Training Agreement.....	45
Generalist Field Learning Contract	46
Advanced Field Learning Contract	52
Field Practicum Time Sheet	57
Extended Semester Exception Schedule Plan Form.....	58
Generalist Field Practicum Evaluation Form.....	59
Advanced Field Practicum Evaluation Form	65
Student Evaluation of Field Instructor & Agency (All Student levels)	71
Field Instructor /Agency Reciprocity Policy.....	73
SUNY Tuition Waiver Request.....	73
Library Privileges	73
Insurance Coverage	73
Accident	74
Appendices (including URL links)	74
Appendix A: The College Brockport Contract of Affiliation (standard contract)	
Appendix B: The College at Brockport Contract of Affiliation (Clinical/Hospital	
Appendix C: College at Brockport- Non-Discrimination Policy	
Appendix D: NASW Code of Ethics	
Appendix E: IFSW Global Social Work Statement of Ethical Principles	
Appendix F: CSWE 2015 EPAS	
Appendix G: CSWE Summary-Internships- Dept. of Labor	
Appendix H: New York State Laws and Regulations for Social Work Practice	
Appendix I: New York State Practice Guidelines for Mental Health Care	

Dear Field Instructor:

Field practicum provides students with opportunities to apply theoretical knowledge, skills, and integrate values and ethics learned in course work through structured guidance in real world practice settings. Field practicum also provides students with opportunities to develop identification with the profession and to develop competence as they advance toward autonomous social work practice. The MSW faculty appreciate the commitment and support that field practicum agencies and agency field instructors provide in our joint efforts to prepare professional social workers for advanced community-based social work practice.

This Field Practicum Manual is presented as a guide for our cooperative work in the preparation of our students for professional social work practice. We welcome you and your agency to this important endeavor.

We would also appreciate your involvement in providing our program with feedback about our field practicum process and student preparation. This can occur in different ways, informally at field instructor meetings and trainings, through discussions while engaged in field planning activities and by completing surveys mailed to field instructors. Field Instructors are also welcome to participate in field committee activities.

If you have any questions about this Field Manual, please do not hesitate to contact me. Thank you for your commitment and support of our program and for the critical role you play in our students' professional development.

Sincerely,

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INTRODUCTION

The SUNY Brockport MSW program is accredited by the Council on Social Work Education (CSWE) and registered with the NYS Education Department. The MSW program provides a dynamic environment for students to pursue advanced education. The curriculum is designed to apply practice theories and concepts in the structure and delivery of community-based practice using an integrated practice model.

Students successfully master the generalist practice in the first 30 credits of the 60 credit program and deepen their intervention skills during their advanced year through the Integrated Practice area of specialty. The curriculum is designed to address the communities need for advanced practitioners who are prepared to provide interprofessional leadership in the delivery of strengths oriented, collaborative and community-based practice. The curriculum is approved by the NYS Education Department as meeting the clinical course requirement for the LCSW Licensing requirement.

MISSION STATEMENT

The masters of 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, and culturally humble integrated practice social workers, with diverse populations, advocating for the well-being of all people in our shared global community.

PROGRAM GOALS

As a reflection of its mission, the overall goals of the Master of Social Work Program are to:

1. Provide advanced social work education incorporating theoretical knowledge and critical thinking within an advanced integrated practice framework; emphasizing an ecological strength-based community collaborative, empowerment model of practice to promote social, economic and environmental justice.
2. Educate social work practitioners who are ethical, critical thinkers engaged in ongoing inquiry and life-long learning.
3. Develop practitioners who provide autonomous social work practice and leadership in health, human service, and other community organizations, as well as in diverse communities to assist high need or at-risk populations.
4. Infuse a critical understanding and practice of cultural humility in working with diverse groups, and to adapt social work knowledge and skills to meet the needs of disenfranchised and historically oppressed groups.
5. Educate social work practitioners to use evidence and knowledge to improve the effectiveness of social work practice, policies, and programs.
6. Promote the health and well-being of individuals, families, groups, and communities by advancing understanding of social determinants of health to ensure justice in a changing environment and in a global society.

During the first 30 credits of the 60 credit program the curriculum (course work and field) is generalist level.

Generalist Practice Definition:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social 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” (CSWE, 2015 EPAS).

Generalist Competencies and Field

By the completion of the generalist year field of practice field practicum, the student is expected to achieve competence as a generalist level social worker through demonstration of the generalist level competencies as demonstrated in the bulleted practice indicators. It is expected that satisfactory progress in developing competence is acquired by the end of the first semester.

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

The MSW program's area of specialty is Integrated Practice. Integrated Practice incorporates themes of social justice, ethics and values, with emphasis on intersectionality of power, privilege, oppression, discrimination, marginalization, disparities and their impact on human experience. Advanced MSW students are prepared to work with diverse client systems and incorporate collaborative community-based approaches in applying a range of micro to macro skills. The Integrated Practice area of specialty reflects the program's commitment to prepare MSW graduates that are culturally humble, and able to assess social determinants of health and wellness.

The MSW Program conceptualizes advanced social work practice in the context of its mission.

"...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, and culturally humble integrated practice social workers, with diverse populations, advocating for the well-being of all people in our shared global community".

Advanced Integrated Practice Competencies and Field

By completion of the advanced year of field practicum students are expected to demonstrate competence as reflected in the integrated practice competencies. It is expected that students are making satisfactory progress in meeting advanced competencies at the end of their first semester of advanced field placement.

Advanced 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.

Advanced 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.

Advanced 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.

Advanced 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.

Advanced 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.

Advanced 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

Advanced 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.

Advanced 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

Advanced 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

Key Concepts

In addition to the core content areas required by the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) there are several key concepts that express themselves throughout the curriculum. These core concepts are:

1. Community Collaboration
2. Interprofessional / Interdisciplinary Teamwork
3. Empowerment
4. Strengths Perspective
5. Evidence-Based Practice
6. Social Determinants of Health
7. Cultural Humility

Community Collaboration

For purposes of the MSW program, the term collaboration connotes a durable and pervasive relationship among individuals, groups, and organizations. We are committed to a definition that suggests that collaborations bring previously separated organizations into new structures with full commitment to a common mission. Such relationships require comprehensive planning and well-defined channels operating on many levels. Authority is determined by the collaborative structure. Resources are pooled or jointly secured and the products are shared. Most significantly, the term collaboration includes a commitment to a definition of mutual relationships and goals and mutual authority and accountability for success (Mattessich & Monsey, 1992; Poulin, 2005). The MSW values community-based collaborations as a means to solve complex community challenges. They draw upon building, using, and enhancing community resources that involve the actual client groups being targeted. Enhancing the capacity of local communities to serve as a major player in solving the social problems that face the community is a major goal of the program.

Empowerment

Within the context of the MSW program, empowerment is both an end-state and a process, which can be directed at multiple levels. The critical elements of empowerment are: an increased level of power within a system (self-efficacy, intra-system power), improves interaction at a given system level (group cohesion and interaction), increases ability to make demands between system levels (political awareness and action), and the ability to critically analyze the interaction between systems (critical thinking) aimed at increasing social justice within a democratic process (Itin, unpublished manuscript). Within the program, students are encouraged to view empowerment as requiring action on both the intra-systemic (e.g., within individuals, families, groups, organization or communities) and inter-systemic (e.g. between and among individuals, families and groups, agencies and organizations) levels. In this way, empowerment links to both the integrated practice perspective and the program's focus on community-based collaboration. This view of empowerment supports practice across systems (e.g., case management, short-term interventions, psychotherapy, family therapy, community development, organizational change, research, policy development, and advocacy).

Strengths Perspective

The MSW program conceptualizes a strengths-based perspective as a collaborative effort between the service user and the social worker that avoids hierarchy with the intent to empower the client system (Ligon, 2002; Poulin, 2005). We are committed to the individual, family, group, organization or community acting on their own behalf. The role of the social worker is to facilitate the client's utilization of his/her strengths while bridging this process to enable the client to mobilize his/her solutions.

Interprofessional and Interdisciplinary Teamwork

The MSW program conceptualizes interprofessional and interdisciplinary teamwork as processes that promotes partnership with service users through networking in multi-professional (e.g. psychologists, nurses, psychiatrists, doctors, case managements, occupational therapists) settings, whether in health or human services (Payne, 2000). Interprofessional teams work collaboratively in assessment and intervention planning and value the knowledge of each team member. The coordination of services and responsibilities is essential on both Interprofessional and interdisciplinary teams and, in this way, teamwork links to integrated practice, community-based

collaboration and empowerment. Consumers are full and active members of the team. The approach aims to place the consumer as an equal partner with care providers. This definition of collaborative work means rethinking the role of “expert”. The expert becomes a team member contributing to systems problem-solving. The MSW program incorporates the client system as a team member who has equal power within the interdisciplinary team.

Evidence-Based Practice

The MSW faculty recognizes that preparing social work students as evidence-based practitioners involves teaching knowledge, values and skills necessary to facilitate the identification, critical appraisal application and evaluation of practice relevant evidence over the course of one’s professional careers (McMillion, & Pollo, 2003) informing practice with client systems of all sizes (individual, family, group, organization and community).

MSW Program Definition: Evidence-based practice in social work is the conscientious, systematic, and judicious use of current best evidence in making decisions. The use of evidence-based social work means integrating individuals’ proficiency and judgment acquired through professional practice, expertise and professional standards of practice, the best available external evidence from systematic research, and the personal and cultural values and judgments of client systems (Cournoyer, 2004; Sackett, Roesenberg, Gary, Haynes & Richardson, 1996).

Levels of Evidence: The six categories represent varying levels of evidence for the use of a specific treatment procedure, or for a specific recommendation. This system was adopted from the Agency of Health Care Policy and Research classification of Level of Evidence (Foa, Keane & Friedman, 2000).

- A- Randomized, controlled clinical trials
- B- Well designed clinical studies without randomization or placebo comparison
- C- Service and naturalistic clinic studies combined with clinical observations, which are sufficiently compelling to warrant use of the treatment technique or follow the specific recommendation.
- D- Long standing and wide-spread clinical practice that has not been subjected to empirical tests.
- E- Long standing practice by circumscribed groups of clinicians that has not been subjected to empirical tests.
- F- Recently developed treatment that has not been subjected to clinical or empirical tests.
- G- Not applicable:

*Adapted from: Cournoyer, B.R. (2004). *The evidence-based social work skills book*. Allyn and Bacon, Boston MA. ; Sackett, D.L., Roesenberg, W., Gary, J., Haynes, R.. & Richardson, W. (1996). Evidence based medicine: what it is and what it isn’t: It’s about integrating individual expertise and the best external evidence. *BMJ*, 312(7023:71-72; Howard, M. O., McMillion, C.J., & Pollo, D.E. (2003). Teaching evidence-based practice: Toward a new paradigm for social work education. *Research on Social Work Practice*, 13 (2)234-259. and Foa, B. E., Keane, T. M., & Friedman, M. J. (2000) Guidelines for Treatment of PTSD . *Journal of Traumatic Stress*, Vol. 13, No. 4, 2000.

Social Determinants of Health:

Social determinants of health are defined by the World Health Organization(2008) as “*the complex, integrated, and overlapping social structures and economic systems that are responsible*

for most health inequities. These social structures and economic systems include the social environment, physical environment, health services, and structural and societal factors. Social determinants of health are shaped by the distribution of money, power, and resources throughout local communities, nations, and the world.”

(<https://www.cdc.gov/nchhstp/socialdeterminants/definitions.html>)

Cultural Humility

The MSW program infuses tenets of cultural humility throughout the curriculum beginning in the generalist year and continuing in the advanced year. Cultural Humility is a framework to effectively confront inequities in society related to social disparities in health based on various intersecting areas of diversity. There are three components to cultural humility: 1) lifelong learning and critical self reflection; 2) recognizing and challenging power imbalances for respectful partnerships and 3) institutional accountability (Foronda, Baptiste, Reinholdt, Ousman, 2016; Hook, Davis, Owen, Worthington & Utsey, 2013; Tervaln & Murray-Garcia, 1998). Cultural Humility recognizes that knowledge of different cultures is insufficient, and shifts the focus from the accumulation of knowledge to individual self-understanding. It also includes a personal/professional stance characterized by openness to learning and a lack of superiority (Hook, Davis, Owen, Worthington & Utsey, 2013).

Course Descriptions of Core Social Work Courses

Generalist Curriculum

MSW 60 Credit Generalist Curriculum Full- Time plan of Study

Semester One		Semester Two	
Course Number & Title	Credits	Course Number & Title	Credits
SWK 501: Social Work Practice I	3	SWK 502: Social Work Practice II	3
SWK 504: Field Practicum & Seminar I	3	SWK 505: Field Practicum & Seminar II	3
SWK 506 Human Behavior & the Social Environment	3	SWK 507: Human Behavior & the Social Environment II	3
SWK 520 Social Welfare Policy	3	SWK 508: Diagnostic Process	3
SWK 524: SW Practice and Cultural Diversity	3	SWK 533: SWK 533: Critical Thinking Research & Social Work (SWK 500 Child Abuse Workshop is taken in SWK 533).	3
Term Credit Total	15	Term Credits	15

Part-time MSW students complete the generalist year curriculum over two years (5 semesters). Courses are sequenced to build on course content over time. Students take SWK 501 and SWK 502 practice courses concurrently with SWK 504 and SWK 505 field courses during their second year of study. This provides opportunity for students to integrate skills learned in practice courses concurrently while in field. While also integrating knowledge learned throughout the generalist curriculum. Please refer to the plans of study on the MSW website for details.

https://www.brockport.edu/academics/social_work/graduate/student_resources.html

Generalist Level Course Descriptions:

SWK 501 Social Work Practice I Prepares students for generalist social work practice with individuals, families, groups, communities and organizations. Introduces students to the history of social work practice, the place and purpose of generalist practice, and the beginning phases of practice relationships. Considers assessment and developing relationships from a cross-cultural, strength-based, community collaborative perspective across the five client systems. Develops a practice perspective focusing on empowering client systems to address issues of economic and social justice. Must receive a grade of B- or better; co-requisite is SWK 504. 3 Cr.

3 Cr.

SWK 502 Social Work Practice II Prepares students for generalist social work practice with individuals, families, groups, communities and organizations. Emphasizes practice with communities and organizations. Introduces students to the work and termination phases of practice. Interventions are considered from a cross-cultural, strength-based, community collaborative perspective across the five client systems. Emphasizes interventions that focus on empowerment of client systems to address issues of economic and social justice. Considers roles such as conferee, enabler, broker, advocate, mediator and guardian. Must receive a grade of B- or better; co-requisite is SWK 505. 3 Cr.

SWK 504 Field Practicum I and Seminar I Provides the foundation-year, first-semester, agency-based field and seminar internship experience. Provides the required 448 hours of field practice in the first year through completion of two days of field instruction per week over 14 weeks. Uses educational learning objectives developed by the student, field instructor and faculty liaison to provide student learning opportunities in interaction with individuals, groups, organizations and larger community systems. Integrates course work and field instruction experiences in the foundation year. Uses assignments and student generated discussions to enhance knowledge and skill development based on practice situations. Seminar faculty serve as the first- and second-semester field liaison for students in the practicum. 3 Cr.

SWK 505 Field Practicum II and Field Seminar II Provides the foundation year, second semester, agency-based field and seminar internship experience. Provides the required 448 hours of field practice in the first year through completion of two days of field instruction per week over 14 weeks. Uses educational learning objectives developed by the student, field instructor and faculty liaison to provide student learning opportunities in interactions with individuals, groups, organizations and larger community systems. Integrates course work and field instruction experiences in the foundation year. Uses assignments and student-generated discussions to enhance knowledge and skill development based on practice situations. Building on the previous semester's field practicum, requires acquisition of progressively more advanced skills. 3 Cr.

SWK 506 Human Behavior and Social Environment I Examines major social science theories that inform the social work profession's understanding of human behavior in social systems primarily focused on groups, families and individuals. Uses an ecological/systems framework, together with a developmental approach and a diversity perspective, to provide an interactional understanding of human behavior. Emphasizes relationships among biological, social, psychological and cultural systems. 3 Cr.

SWK 507 Human Behavior and Social Environment II Examines major social science theories that inform the social work profession's understanding of human behavior in social systems, primarily focused on communities and organizations. Uses an ecological/systems framework together with a developmental approach and a diversity perspective to provide an interactional understanding of human behavior. Explores principles of community development and organizational analysis. Examines linkages between the five social systems with the principles of community collaboration. 3 Cr.

SWK 508 The Diagnostic Process: A Strengths-Based Social Work Perspective Examines mental health challenges from an integrative and ecological perspective. Designed to give foundation level graduate work students an understanding of the etiology, clinical presentation and diagnostic understanding of the major mental health challenges for children, adolescents, adults, and older adults. Includes content on both the use of the Diagnostic and Statistical Manual IV-5 and strengths- based understanding and assessment of mental health challenges. The interactions of biological, social, cultural, spiritual, political and environmental factors are stresses in order to accurately understand the presenting challenges. Evidence- based understanding is presented both for assessment and related intervention strategies. Must receive a grade of B- or better. 3 Cr.

SWK 520 Social Welfare Policy and Services Social Welfare Policy and Services is the foundation course in the required two- course social policy curriculum content area. This course has as its primary purpose the study of the historical aspects and current nature of the major programs of social welfare, helping students develop skill in analyzing social welfare policies and programs, and exploring strategies for influencing policy at various levels. This course introduces students to the philosophical and historical perspectives of social welfare services and social work

practice, and attempts to foster the development of not only descriptive, but also analytical and critical understanding of social welfare programs, policies, and services. 3 Cr.

SWK 524 Social Work Practice and Cultural Diversity Provides preparation for the student to engage in sensitive, culturally competent, cross-cultural and cross-ethnic social work practice. Focuses on processes of oppression in society, and the experiences, needs and responses of people who have been subjected to institutionalized forms of oppression because of their particular collective characteristics. Emphasizes social work theory, knowledge and practice skills in order to guide culturally competent interventions aimed at addressing the needs of diverse groups. Stresses cognitive and affective processes throughout the course. 3 Cr.

SWK 533 Critical Thinking Research & Social Work

Focuses on teaching essential skills in critically reflective thinking characterized by skillful conceptualization, analysis, synthesis, evaluation and application of information (Scriven, 1996). Critical thinking skills are practiced through exposure to and analysis of academic research literature and problem-solving strategies including the analysis of quantitative and qualitative research methods and findings. The utilization of logic and reasoning toward the evaluation of various social work topics and problems while assessing potential solutions is emphasized. To this end, students will apply critical thinking to various social work cases representing all levels of social work practice. 3 Cr.

Advanced Standing Students

Advanced standing students also take two bridge courses SWK 508 and SWK 533.

Integrated Practice Advanced Curriculum (Full-time plan of study)

Course Number & Title	Credits	Course Number & Title
SWK 605: Cultural Humility and Social Work Practice	3	SWK 631 Masters Project Thesis
Choose one course from the following SWK 601: SW Practice with Individuals and Families Or SWK 602: Social Work Assessment and Brief Interventions	3	Choose one course from the following advanced practice courses SWK 604: SW Practice in Health Care SWK 616: Disabilities in Social Work SWK 654: Evidence-Based Practice in Mental Health SWK 645: Sexual Health for Professional Practice SWK 655: Mental Health Recovery SWK 680: Social Work Practice with Groups
SWK 610 Field Practicum Seminar III or SWK 612: Field Practicum & Seminar III -Gero	4	SWK 611: Field Practicum & Seminar IV or SWK 613: Field Practicum & Seminar IV (Gero)
SWK 621: Advanced Social Welfare Policy	3	Elective (students can choose an additional a practice course for elective credit)
Elective	3	

All Curriculum Plans of Study are available on the program website under student resources. https://www.brockport.edu/academics/social_work/graduate/student_resources.html

Integrated Practice Advanced Course Descriptions:

SWK 601 Social Work Practice with Individuals and Families Focuses on developing knowledge and advanced skills in approaches that effectively enhance, preserve, and restore individual and family functioning within a community context. Provides a knowledge base for

advanced work with individuals and families and the communities within which they live who face the challenges of poverty, mental illness, minority status, family violence, sexual abuse, drug abuse, alcoholism, and major losses. Particular emphasis is given to developing advanced skills in assessment, intervention, and evaluation. The influence of ethnicity, gender, sexual orientation, developmental stage, organizations, the community and the wider societal context is integrated throughout the course. *3 Cr. Fall.*

SWK 602 Social Work Assessment and Brief Interventions This course focuses on developing knowledge and skills in biopsychosocial/spiritual assessment in order to effectively engage individuals in direct social work practice. The course also focuses on development of assessment-based intervention plans that are person-centered and sensitive to cultural issues. Students will gain an understanding of several short-term intervention models that can be used in a wide range of direct practice settings. *3 Cr. Fall.*

SWK 604 Social Work Practice in Health Care Advanced Practice Course)

Focuses on the role and responsibilities of Social Workers in health and mental health care settings. Provides an overview of current health care settings and the unique contributions of Social Work in those settings. Also focuses on the importance of inter-professional work and strategies for ensuring that client needs are always a primary consideration in decision making. Students will explore strategies for health/wellness promotion and explore evidence-based practice resources for various health-related conditions. *3 Cr. Spring.*

SWK 605 Cultural Humility and Social Work Practice Prepares students to engage in clinical practice with a diversity of client populations, utilizing a cultural humility framework aimed at helping students develop self-awareness and understanding of sociocultural factors that create inequities. Social work theory, knowledge, and practice skills are emphasized to guide assessment, intervention, and evaluation within a cultural humility framework. Both cognitive and affective processes are stressed throughout the course. *3 Cr.*

SWK 610 Field Practicum III Provides advanced year first-semester, agency-based field-instruction experience leading to competency demonstration at the level expected for a first semester advanced level field placement. Requires completing 250 field practicum hours of field over 14 weeks fall (SWK 610) and spring (SWK 611) semesters for a total of 500 hours. Builds on the previous semesters and is progressive in knowledge and skill development.. Seminar faculty serve as the first- and second-semester field liaison for students in the practicum *4 Cr.*

SWK 611 Field Practicum IV Provides the advanced year, second-semester, agency-based field instruction experience for advanced-learning and practice opportunities. Integrates course-work and field-instruction experiences. Students complete 250 hours of field practicum over 14 weeks in spring semester for a total of 500 hours of advanced field practicum. Seminar faculty serve as the first- and second-semester field liaison for students in the practicum. *5cr.*

SWK 612 Field Practicum/Seminar III: Gerontological Social Work Provides the advanced year first semester agency-based field instruction and seminar sessions for advanced learning and practice opportunities relevant to gerontological social work. Students complete 250 hours of graduate level field practicum each semester during two concurrent semesters (500 hours) to develop and refine advanced level social work practice competencies with attention to specific knowledge and skills for gerontological social work practice. Seminar sessions feature in-depth discussion and analysis of specific gero-social work competency domains of practice. SWK 612 faculty serve as the faculty field liaisons for students in the practicum. *4 Cr.*

SWK 613 Field Practicum/Seminar IV: Gerontological Social Work Provides the advanced year second semester agency-based field instruction and seminar sessions for advanced learning and

practice opportunities relevant to gerontological social work. Students complete 250 hours of graduate level field practicum each semester during two concurrent semesters (500 hours) to develop and refine advanced level social work practice competencies with attention to specific knowledge and skills for gerontological social work practice. Seminar sessions feature in-depth discussion and analysis of specific gero-social work competency domains of practice SWK 613 faculty serve as faculty field liaisons for students in the practicum. 5 Cr.

SWK 621 Advanced Social Welfare Policy Studies federal, state and the private organization of health care services and financing. Focuses on health care studies trends, current policy shifts and challenges for the study of policy implications for current and emerging health care organizations. Examines specific policy options for current community-oriented health care delivery systems in collaborative models. 3 Cr.

SWK 631 Master's Project Thesis This course supports students in the implementation and evaluation of their Master's Project Thesis. The course will be based on a seminar format with specific tasks and topics to be covered coming from the needs of the class. Students will read and critique the projects of class peers before they are submitted to the faculty. Students will also develop a research colloquium to present their work at the end of the semester. 3 Cr.

SWK 654 Evidence Based Practice Seminar (Advanced Practice Course) This course is aimed at developing the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented, evidence-based practices within the context of a changing service delivery environment. It is designed for MSW students and MSW mental health practitioners. Students will become familiar with evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness. It is assumed that students will have a basic knowledge of serious mental illness as a pre or co-requisite, however a review will be provided. Students will learn to examine research literature to determine the various levels of support for specific interventions and essential principles for translating research into practice. In addition, they will identify the appropriate treatment outcomes that reflect effective, quality mental health practice. Each evidence-based practice presented will also be examined for its utility with diverse groups. Providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness is the focus of this course and will be discussed in detail. 3 Cr.

SWK 655 Mental Health Recovery (Advanced Practice Course) This course explores the concept of Mental Health Recovery and prepares students to provide Recovery-Oriented Social Work to adult individuals, families and groups. Students will gain an understanding of Mental Health Recovery as a personal process for an individual diagnosed with "mental illness" and will be introduced to various intervention, practices and policies that support Mental Health Recovery. The course will explore the ways in which a Strengths and Empowerment approach support Recovery along with other topics including Self-Determination, Wellness Self-Management, Person-Centered Planning, Shared Decision Making and Peer Support. 3 Cr.

SWK 680 Clinical Interventions: Advanced SWK Practice with Groups (B level Advanced Practice choice) Advances theoretical knowledge and clinical practice skills in clinical settings: builds on the foundation knowledge and skills for creating, facilitating and maintaining groups in social work practice. Provides preparation for use of clinical group work methods with client populations across the life cycle. Complements and builds upon group leadership skills obtained in previous practice level courses. 3 Cr.

Graduate Certificate in Gerontological Social Work

MSW students are able to earn a 15 credit graduate certificate in gerontological social work. The corner stone of this certificate is an advanced level field placement in a gerontological social work setting (See course description for SWK 612 and SWK 613). In addition, students take six credits of electives from the list of approved courses listed below, or with approved course substitution. MSW students can earn this certificate as part of their MSW plan of study based on course selection of electives and the advanced year field placement with a gerontological focus.

PAD 513: Health Care in America

Provides an overview of the health care system in the United States; the political, economic, and social environment of the American health care system; how health care services are organized, financed, and delivered; cost, access, and quality of problems facing the American health care system; and identification and analysis of proposals to reform the health care system. 3 Cr.

PAD 655 Medicare and Medicaid Policy Issues

Provides a thorough overview of both the Medicare and Medicaid programs: their background and history; eligibility; covered benefits; provider reimbursement methods; program administration; financing; cost and spending patterns; their respective roles and importance in the American health-care system; and how Medicare and Medicaid both affect and are affected by current healthcare reform proposals. 3 Cr.

Psh 536 Psychology of Aging (Prerequisite- Instructor Permission)

This capstone course involves the study of aging from many areas of psychology, all examined from a gerontological perspective, in a writing intensive, low enrollment seminar. Students experience an overview of the psychology of aging, including topics such as research methods in aging; physical changes associated with age, including the psychological impact of physical change; memory changes; retirement; and death and bereavement. 3 Cr.

PRO 602: End of Life Care

Students will receive an introduction to basic concepts and issues related to death and dying and the provision of end of life care. The vital role of the healthcare professional in assisting patients and families along the journey towards the end of life will be examined. 3 Cr.

REL 505 Leisure and Aging

Examines various aspects of aging as they relate to leisure in contemporary society, leisure needs of mature adults, services for the elderly and leisure pursuits in the subculture of aging. 3 cr.

SWO/SWK 577 Perspectives on Aging and the Family

Provides an in-depth analysis of select issues faced by older adults and their families using a multi-systems perspective and service learning activities. Bridging theory and practice, content utilizes a case study methodology to reflect practice-based situations encountered by health providers, older adults and their families. Topics include family caregiver/care recipient experiences, coping with loss/resiliency, advance directives/end-of-life decision-making, the impact of substance abuse on aging families, and elder abuse. 3 cr.

SWO/SWK 576 Issues on Aging in America

Examines the older person as an evolving individual; bio-psycho-social elements in the aging process; and major issues related to the older person, the aging process and the

society. Compares the needs of the elderly with the service system's response and discusses methods of intervention specifically needed for the older person. 3 Cr.

SWK 640: Poverty and Literature: The Lived Experience

Poverty and Literature: The Lived Experience provides an overview of poverty in America. Students will become familiar with the history and current day realities of poverty in America, the various definitions of poverty in America, gain a basic understanding of historic and current policies and programs focused on individuals and families living in poverty. And, students will come to understand how poverty policies and programs are lived by the people they are intended to help. The lived experience of poverty is gained through the reading of various fictional and nonfictional works narrated by those living in poverty. 3 cr.

SWK 645: Sexual Health in Professional Practice

Prerequisite: SWK508. This course will address practice issues pertaining to the assessment, evaluation, and treatment of sexual health issues in professional practice. This course will familiarize students with the biological, psychological, cultural, and behavioral aspects of sexual health that arise in professional Social Work practice. We will focus on sexual health knowledge behavior, attitudes and values. Must receive a grade of B- or better. 3 Cr.

SWK 670 Sex, Drugs and Cigarettes

Provides a survey of various chemical and behavioral addictions, including, but not limited to, alcohol, illicit drugs, eating disorders, and sexual addictions. Students will learn about the addictive cycle and its impact on persons across the lifespan. Study will participate in the evaluation of various casual and treatment models, focusing upon paradigms for recovery. 3 Cr.

Curriculum Plan of Study Detail information related to Field Education and Electives

* Field Practicum I and II require completion of an average of 15 hours of field instruction per week (typically two day per week, 14 weeks per semester, for two semesters. Students complete both semesters in the same field setting. Students are required to complete 200 hours per semester for a total 400 hours of field practicum in the Generalist year. Field Practicum hours are usually completed during the business daytime hours to provide students with opportunities to participate in team meetings, trainings, and to make connections with collateral agencies. The Generalist year field practicum is generalist in focus. Please refer to Structure of Field Education for additional information.

** Field Practicum III and IV requires completion of an average of 18 hours of field practicum per week (typically three day per week, 14 weeks per semester, for two semesters. Students complete both semesters in the same field setting. Students complete 250 hours of field practicum per semester for a total of 500 hours of advanced year field practicum hours. Field practicum hours are usually completed during the business daytime hours to provide students with opportunities to participate in team meetings, training, and to make connections with collateral agencies. The total number of field practicum hours for the 60-credit Program is 900 hours. Please refer to Structure of Field Education for additional information.

***Electives may be taken in earlier semesters if approved by the academic advisor and as reflected in the student's approved plan of study. Students receiving financial aid are encouraged to discuss this option with their academic advisor.

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 the Integrated Practice area of specialty. 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.

All students are required to demonstrate social work competencies through in-person contact with clients and constituencies at the generalist and advanced levels of field practice.

Generalist Year Field Practicum

The Generalist year field practicum is an average of 15 hours over two-days a week during two 14-week semesters (fall and spring). Students complete 200 hours each semester for 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 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 averages 18 hours per week. The field placement extends over two semesters, for fourteen weeks each semester, or 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 field education office and the student's field instructor.

The Field Faculty liaison is the course instructor for SWK 610 or SWK 612 in fall semester and SWK 611 and SWK 613 in spring semester. The faculty liaison monitors students' field learning and competency development. The student is registered for and continues with the same instructor and section of field 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 /practicum syllabi for explanation of quality points).

The integrated practice model in the second year of the program builds on the generalist perspective. To facilitate students' abilities 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 are reflected in the 9 advanced year competencies. During the advanced year, students' course work and field practicum experiences provide knowledge and skill development focusing on interdisciplinary team leadership and conflict resolution. Integrated practice advanced competencies and practice indicators, provide the basis for students and field instructors as they work together to develop learning contracts in a manner that addresses all competency dimensions (values, skills, knowledge and cognitive and affective processes).

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 competencies.

The generalist and advanced year competencies reflected in learning contracts provide the framework for the field practicum evaluation. At the conclusion of field practicum, students' complete an agency evaluation. This evaluation provides feedback about the quality of field instruction supervision and the opportunities provided to practice and demonstrate competencies.

Availability during normal business hours of the agency

Most generalist and advanced level field sites require students to complete their field hours during the normal business hours of the agency and while exceptions may be made to this, students may make arrangements for evening and/or weekend hours providing the following occurs: it is mutually agreed upon with the student's field instructor; it is cleared through the field education office, and MSW field instruction supervision is available. It is important to recognize that this is an exception and that ordinarily, students should expect that field placements require daytime responsibilities.

Extended Semester Field Placement Exception

The MSW program recognizes MSW students are balancing work and family demands along with the rigors of graduate social work education. In response, the program has developed an Extended Semester Field Placement Exception to provide some flexibility in completing field practicum requirements while maintaining quality field placement learning opportunities. An *Extended Semester Field Placement exception* is defined as a field placement assignment that reduces the number of field hours per week and extends the semester length as follows:

- Generalist field hours from 15 hours per week to a minimum of 12 hours per week and extends the number of semester weeks from a fourteen-week semester to an seventeen-week semester to achieve the 200 clock hours of field placement per semester.

- Advanced year field practicum hours are reduced from 18 hours per week to a minimum of 16 hours per week and extends the number of semester weeks from a fourteen-week semester to a seventeen-week semester to achieve the 250 clock hours of field placement per semester.
- **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 Faculty Liaison monitors the pre-approved extended semester extensions developed in the field planning process, and has authority to amend and approve extended semester exceptions during the course of the fall or spring semester to ensure continuity of learning opportunities. The student is required to complete a Field Learning Contract Addendum, and submit an *Extended Semester Exception Plan Form*. The plan must be approved by both field instructor and Faculty Liaison.

- **Learning Contracts:** It is the student's responsibility to reflect the extended semester schedule plan in her or his field practicum learning contract by submitting Field Learning Contract Addendum- Extended Semester Exception Schedule Plan.

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 PR grade does not remain on the student's transcript and is replaced by the final semester grade.

Field Placement Hours during the Semester Break for Continuity Purposes:

The semester break between fall and spring semesters is typically followed and any exception to this is to ensure continuity of client services is to be made through arrangements with the student, field instructor and faculty liaison in accordance with the following guideline:

- **Guideline to approve semester break coverage:** In order to maintain continuity of client services, some agencies request the student to continue in field placement during the semester break. Under these circumstances, and upon approval of the field instructor, the student is allowed to continue in the agency during the semester break for up to eight hours per week. Please note: Field hours should not take place during the College holiday shutdown period between Christmas and New Year's. The field hours completed during the semester break are credited to spring semester field hours, and time sheets are required to verify hour completion. Students are to remain in field placement during the entire spring semester.

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.

Integration of Generalist and Advanced Field Practicum:

The generalist and advanced competencies and practice indicators are realized operationally through the Field Practicum and Field Seminar experiences. The overall design of the MSW program is such that the achievement of program outcomes 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 competencies. 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.

Generalist 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. SWK 504 is the first course, followed by SWK 505 in the Generalist year.

Advanced practice courses are structured to facilitate integration of course content with field practicum learning experiences. The advanced year competencies and practice indicators are operationalized through the Field Practicum experience. Faculty liaisons are the course instructors for advanced field courses. The first semester of advanced field, students register for SWK 610 or SWK 611 followed by SWK 612 or SWK 613. Students are concurrently registered for SWK 602 (Assessment and Brief Intervention) in fall semester, and students select from several second semester advanced practice courses to facilitate processing their field experiences and integrating course content.

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 advanced 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 individualize field instruction supervision with an MSW from a CSWE accredited program with at least two years post MSW degree practice experience who holds a license as an LMSW or LCSW in the State of New York.
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 accredited CSWE MSW Program with a minimum two years post MSW degree 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 Field Education Coordinator Responsibilities

The MSW Field Education Coordinator is responsible for the administration of the MSW Field Practicum. The Field Education 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. Administer the Field Education component of the MSW Program 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. Evaluate and establish field education sites.
4. Explicate and represent field policies and procedures required for the practicum process.
5. Provide annual student field instruction orientation and annual field instructor orientation covering curriculum and other program changes and relevant field instructor trainings.
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 MSW Program field instruction committees, sub- committees, and other appropriate groups.

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.

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 contact identifying the tasks and responsibilities of the student in the agency.
4. Develop and create Generalist or Advanced 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 MSW Field Education Coordinator)
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. At the generalist level, provide seminar 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 MSW Field Coordinator.
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 MSW Field Coordinator, and as needed with the advanced practice course instructor.

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 paper work 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 MSW Field Coordinator 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 confidentially 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

FIELD EDUCATION POLICIES

Field Placement Readiness

Students admitted to the program have been assessed by the program as having met all requirements and are eligible for field placement. If however, a student's GPA falls below 3.0, an assessment of the student's academic status and plan of study is completed to determine if the student will be allowed to proceed with the field planning process. The program's Standards for Evaluating Academic Performance are used to assess professional and academic behavior, when concerns are identified to determine field placement readiness. Additionally, students are required to earn a grade of B minus or better in all practice classes. If a student earns below a B minus in the designated practice courses, this affects their ability to continue in the next semester of field as there are designated practice classes taken concurrently with field. Students applying for advanced integrated practice field placements must also earn a B minus or better in SWK 508 Diagnostic Processes to be eligible for Integrated Practice advanced field placement. *(Note: If the student's plan of study calls for SWK 508 to be taken concurrently with SWK 610/612, the student must earn a grade of B minus or better in SWK 508 to continue into SWK 611/613).*

Field Placement Assignment

Within the established procedures, the MSW Field Coordinator will work in consultation with the student, will make the arrangements for agency placement. Under no circumstances will students negotiate their own practicum placement.

The MSW Field Coordinator will provide students with a Field Placement Application and Planning Guide.

This guide includes:

- Instructions for completing field placement written materials
- Field Education Policies
- Field Practicum Application
- Student Training Contract
- Framework in preparing a resume for field practicum
- Framework in preparing a cover letter for student introduction
- Sample Interview Notice and Interview Report Form

Generalist and Advanced Year Field Planning

The MSW Field Coordinator sends an email notification to students eligible to apply for field instruction with instructions including an attachment to a field planning guide, employment-based field application and a link to submit an online field application and upload a resume and letter of introduction. Field planning meetings are held once students' field applications and materials are submitted. By the end of this planning meeting, a plan will be developed identifying the student's field placement preferences. The field office will contact the identified agency and explore field placement opportunities and will forward the students field materials to agency settings in order of student ranking. (If the first choice option is not available, the field materials will be forwarded to the second agency ranked etc.)

The Process

1. Students submit her or his Field Practicum Application, Student Training Contract, resume and letters of introduction by the due date.
2. The MSW Field Coordinator will post meeting dates for student sign up for field planning meetings.
3. By the end of this planning meeting a plan is be developed identifying the student's field placement preferences and appropriateness of the placement for generalist or advanced level field placement.
4. The MSW Field Coordinator then contacts the identified agency to explore field placement opportunities, and forwards the students field materials to agency setting in order of student ranking. (If the first choice option is not available, the field materials will be forwarded to the second agency ranked etc.)
5. The MSW Field Coordinator provides students with an *Interview Notice* directing the student to contact the agency to schedule an internship interview.
6. The student will contact the person listed on the Interview Notice and schedule an interview in a timely fashion.
7. Student will complete the ***MSW Student Pre-Placement Interview Outcome Form*** and return the form to the MSW Field Coordinator within three business days of her or his field placement interview.
8. The agency will complete an interview report form indicating whether the student is accepted for field placement following the student interview. The interview report form will also describe the field placement and will designate the name and contact information for the field instructor.
 - a. In the event that the student is not accepted for the internship, the Field Education Office will discuss the reasons for the decision with the agency.
 - i. There are times that agencies choose between several field candidates. There are other times when agencies determine a student will not be a good fit with the agency, and other times when concerns or other issues impact the decision not to accept a student intern candidate. The MSW Field Coordinator will discuss the reason for the agency decision with the student and as necessary assist students identify potential barriers impeding field placement assignment
9. Students may decline a field placement offer only for compelling reasons and should discuss reason with the MSW Field Coordinator in advance.

10. Students turned down by an agency will be allowed to interview at another agency, however if the student is declined by two agencies an academic review will be scheduled.
11. It is the responsibility of the MSW Field Coordinator to make the final pairing based on each student's educational plans, agency ability to provide a quality field practicum, and program needs.

Employment-Based Field Instruction

In certain circumstances, students may be permitted to complete field education in their place of employment. The MSW Field Coordinator may grant this exception on a case by case review.

In such cases the following criteria must be met:

1. The field practicum must be structured in a way that ensures separation of the student's responsibilities as employee and that of student.
2. In order to ensure new learning opportunities, the field placement must be in an area that is different from current, and past work assignments and responsibilities
3. The agency must:
 - a. Relieve the student from employment obligations and assign different responsibilities to the student that meet student learning objectives **or**
 - b. Provide a separate field experience not related to the employment obligations outside of normal work hours.
 - c. Agree that the work-based field placement will have an educational focus.
 - d. Establish an affiliation agreement with The College at Brockport Department of Social Work
 - e. Assign a different licensed social worker to provide field instruction supervision than her or his job supervisor and assign a different caseload.
 - i. The assigned licensed social worker must meet the MSW Program's criteria for qualification as a field instructor.

Students requesting an employment-based field instruction are required to submit an Application for Employment-based Field Education. Final approval of the employment-based field placement will be made by the MSW Field Coordinator or designee upon review of the required supporting documents.

Important Note:

Under no circumstances may a student accept or pursue employment in the same agency in which he/she is a field practicum student during the period of the field placement without the expressed permission of the MSW Field Coordinator.

Social Work Field Practicum Student Release of Information and Training Agreement

Students are required to submit a signed *Student Release of Information/Training Contract* as a component of the field application.

Field Learning Contract

At the beginning of the placement the student must develop an Individual Learning Contract with input, discussion and review with field instructor. The individual learning contract is to be submitted to the faculty liaison in the 3rd field seminar class. The Individual Learning Contract is designed to facilitate the contracting process. Specific field practicum activities or tasks are

documented in the field learning contract associated with each competency. The Learning Contract is directly linked to the evaluation process and ensures that all students are given the opportunity to fully actualize the educational opportunities required. The document is designed to be fluid over the course of the field placement, and should be amended and re-submitted to the faculty liaison when substantive changes are made. The Faculty Liaison reviews, comments (recommends changes) and approves the Learning Contract. The final spring semester learning contract is submitted to the MSW Field Coordinator by the faculty liaison for submission to students' permanent field file.

The Learning Contract includes the following components

- Determining appropriate learning activities and assignments.
- Link learning activities and assignments to specific competencies and practices
- Clarify specific performance expectations that may be relevant (refer to field evaluation for performance criteria developed by program).

Grading

A minimum of 3.0 quality points or higher is considered passing for work for the GMSW field practicum/field seminar courses. Student's receiving 3.0 quality points or higher in field seminar/practicum courses are given a letter grade of "S" S letter grades represents a Satisfactory Grade level. Satisfactory Letter Grades are used to measure student achievement in specified designated courses such as internship. Students' earning below 3.0 quality points in field seminar/practicum courses are given a letter grade of "U" U letter grades represent an "Unsatisfactory" grade. Credit hours are earned for satisfactory work but such grades are not included in the grade point average. The faculty liaison is formally responsible for determining the student's grade in consultation with the field instructor. It is expected that generally there will be consistency between the field performance and the seminar performance. To the degree that there is discrepancy in these areas, the faculty liaison/seminar instructor makes the final decision regarding the student's grade as outlined in the field practicum/field seminar syllabus.

A student who receives an unsatisfactory or "U" grade in a field practicum/seminar course will require an automatic Field Review. (Please refer to the Field Review Policy and Procedure for additional information).

In rare circumstances a student may be given a grade of "*In Process*" (PR) This is usually done when a student's field hours are being extended as part of their learning agreement. The "PR" grade must convert to an "S" satisfactory grade within six weeks of the end of semester grading cycle and prior to the beginning of the next semester. The grade of "PR" cannot be used as a substitution for a failing grade (U grade).

A grade of "I" for incomplete work will be arranged through the student and faculty liaison. This grade is given only in extenuating circumstances such as family or personal emergencies that have occurred during the semester and preclude course completion. Students are eligible for an incomplete grade only if they have completed a major portion of the course work requirements. Incomplete grades must be resolved within six weeks of the end of semester grading cycle. While the "I" grade does not impact the cumulative grade point average, the "I" grade remains on the student transcript along with the final grade earned in the course. The procedure to petition for an "I" grade, as outlined in The College at Brockport, SUNY Catalog must be followed.

Standards for Evaluating Academic Performance, Policies and Procedures for Review of Academic Performance and Academic Grievances

Introduction

This document sets forth standards for evaluating academic performance, and policies and procedures for review of academic performance and academic grievances. These standards, policies and procedures apply to students enrolled in the MSW program. These standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of these policies is to help students have a successful experience in the MSW program. MSW Program Director, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All social work students will be provided with and expected to read the Standards for Evaluating Academic Performance, Policies and Procedures and the National Association of Social Workers (NASW) Code of Ethics (2018) in the *MSW Student Handbook*. Students will be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by, the documents. The signed form will be kept in the student's active file. All relevant federal, state, and local laws, as well as the institutional policies of SUNY College at Brockport, are applicable to these standards.

Standards for Evaluating Academic Performance

The MSW program evaluates academic performance in four general areas: 1) basic abilities to acquire professional skills; 2) mental and emotional abilities; 3) professional performance skills and 4) scholastic performance. Both professional behavior and scholastic performance comprise academic standards.

1. Basic Abilities Necessary to Acquire Professional Skills

1.1 Communication: Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the Program, to complete adequately all oral

assignments (with or without accommodations), and to meet the objectives of field placement experiences, as specified by faculty.

1.2 Interpersonal Skills: Demonstrates the interpersonal skills needed to relate effectively with other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

1.3 Cognitive Skills: Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science, knowledge, and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

1.4 Physical Skills: Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on *Accommodations for Disabilities* for clarification).

2. Emotional and Mental Abilities necessary for performance in the program and professional practice

2.1 Stress Management: Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2 Uses sound judgment: Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance,
- Interfere with professional judgment and behavior, or
- Jeopardize the best interests of those with whom the social work student has a professional responsibility (as outlined in the current Code of Ethics by the National Association of Social Workers).

3. Professional Performance Skills: necessary for work with clients and professional practice

3.1 Professional Commitment: Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

3.2 Professional Behavior: Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws, in classroom, field, and community including:

- Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work;
- Respects others, is punctual and dependable, prioritizes responsibilities, attends class regularly, observes deadlines, completes assignments on time, keeps appointments or makes appropriate arrangements;
- Works effectively with others, regardless of level of authority;
- Advocates in an appropriate and responsible manner and uses proper channels for conflict resolution;
- Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.
- Appearance, dress, and general demeanor reflect a professional manner.

3.3 Self –Awareness: Exhibits knowledge of how one’s values, attitudes, beliefs are demonstrated in the following ways:

- Incorporates professional knowledge, values and skills in professional decision-making;
- Recognizes that in a helping process, emotions and past experiences affect thinking, behavior and relationship;
- Accurately assesses one’s own strengths, limitations, and suitability for professional practice.
- Shows awareness of self and how one is perceived by others.
- Reflects on one’s own limitations as they relate to professional capacities.
- Is willing to examine and change behavior when it interferes in working with clients and other professionals.

3.4 Ethical Obligations: Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics. Ethical behaviors include:

- Adherence to the NASW Code of Ethics;
- Systematic evaluation of clients and their situations in an unbiased, factual way; comprehension of another individual’s way of life and values.
- The use of empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity and effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person’s age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others including the client’s rights to freedom, choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.

- Demonstration of honesty and integrity by being truthful about background, experiences and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries; does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

4.0 Scholastic performance:

Students are considered to be in academic difficulty if their GPA falls below a 3.0. When this occurs, students are placed on academic probation and may take no more than six credits in a semester. Students have two semesters to achieve a 3.0. Students receiving an unsatisfactory grade for field or an F in any required social work course are considered also to be in academic difficulty. An automatic field review is called for students receiving an unsatisfactory grade in field and an academic review may be called for students doing poorly in or failing a required social work course. An overall GPA of 3.0 is required for graduation.

Policies and Procedures for Review of Academic Performance and Academic Grievances can also be accessed in the SUNY Brockport MSW Student Handbook using the following URL:

https://www.brockport.edu/academics/social_work/graduate/handbook/

Academic Reviews

An academic review is a formal review process. There are two types of Academic Reviews: **General Academic Review** and **Field Review**. If the academic performance standard concerns relate to the field practicum alone, the Field Review procedures will be followed. All other reviews will follow the General Academic Review policies and procedures.

Pre-General Academic Review activities:

MSW faculty responsibilities include monitoring students' academic performance. In the course of carrying out this responsibility, faculty will discuss concerns regarding the student's academic performance to assess if an academic performance concern is identified in a specific area and to identify patterns of concern being assessed. The standards for Academic Performance are utilized as the criteria to assess academic performance. If concerns are identified, several steps may be chosen to address the concern with the student. Pre-review activities are informal processes to discuss the identified concerns with the student and to develop an action plan to assist the student to address the concerns satisfactorily. The following are examples of pre-review activities:

- a. An individual meeting between the faculty member and student to discuss the academic performance concern.
- b. Informal group meeting with the student, student's academic advisor and faculty identifying the academic concern.

There are extenuating situations in which the academic performance concerns assessed by faculty require immediate referral to the program director for an Academic Review. In these cases, the Academic Review Policies and Procedures will be followed without pre-review activities.

General Academic Review:

- The Review is convened by one of the MSW Program Directors and will include the student, the student's advisor and one or more MSW faculty having direct knowledge of the student's academic performance. If the faculty identifying the performance concern is also the student's academic advisor, the student may choose to have another member of the faculty serve as advisor during the review.
- The MSW Program Director will serve as chair and will be the recorder for this review. The student, advisor, and MSW faculty may present information both verbally and in writing as part of the Review.
- The Review will usually result in immediate decisions. In the event of significant concerns or the need for additional information, the Program Director, academic advisor and participating faculty may elect to go into executive session.
- Written decisions must be made within ten business days of the Review and placed in the student's permanent student record.
- Formal student notification of the review decisions must be made within ten business days of the Review and is sent by certified mail.
- Remedial actions to address the concerns may include the following:
 - a. The student may be required to take specific actions to address academic concerns related to the four performance standards (basic abilities to acquire professional skills, mental and emotional abilities, professional performance skills, and scholastic performance). The remedial actions identified should specify implementation actions to be taken, demonstrated outcomes, and timeframe.
 - b. The student may choose to take a leave of absence from the program and reapply at a later date. If this option is chosen it should include specific tasks that must be accomplished to be considered for return to the program.
 - c. The student may choose to withdraw from the program.
 - d. The student may be terminated from the program.

General Academic Review Appeal:

A student who believes that the case has not been handled appropriately or resolved to her/his satisfaction may appeal in writing to the chair of social work department. These procedures are outlined in both institutions' graduate catalogs. If the Chair of the social work department is also the MSW Program Director, the student may appeal directly to the Associate Dean of the School of Education, Health and Human Services.

Academic Field Review:

Pre-Field Review Activities

The field practicum is an integral part of the student's educational experience and preparation for professional practice. In the process of conducting student supervision, it is expected that the field instructor will provide ongoing feedback to the student on her/his progress toward meeting field objectives. In the event the student is not meeting field objectives, the field instructor, in

consultation with the faculty liaison, should discern the source of the problem the student is experiencing. It should be determined if the problem is:

1. environmental (e.g. agency and or field instructor related);
2. situational (e.g. interpersonal, illness, family, or similar circumstances); or
3. performance related (e.g. illegal behavior, unethical behavior, lack of appropriate professional identification, inability to successfully complete assigned tasks, inability to develop appropriate social work skills, or inability to meet other field objectives).

It should be noted that some situations included under performance related are grounds for immediate dismissal from field. These can include but are not limited to: unethical or illegal behavior, negligence, actions that are considered unsafe by the agency or MSW program, and violations of institutional policies or procedures.

The field team of student, field instructor and faculty liaison should attempt to address the specific problem and work toward a solution. Also, each party should document the nature of the problem, the steps taken to address solutions, and the outcome of those attempts.

In the event of poor field performance, which will likely result in the student not meeting the criteria for a grade of “S” (Satisfactory) the following procedures should be used:

1. The field instructor should communicate regularly with the student about concerns regarding performance.
2. The field instructor and the student should document together or separately that they met and what steps have been taken to address the problem(s).
3. The field instructor will contact the faculty liaison and summarize the nature of the problem(s) and the steps taken to address them.
4. The faculty liaison will schedule a meeting with the student and field instructor and notify the MSW Field Education Coordinator.
5. In preparation of this meeting, the field instructor will provide a written statement summarizing the nature of the concerns or problems, and the steps taken to address them. The student and faculty liaison will receive copies.
6. The liaison will meet with the student and field instructor, summarize the discussion occurring during the meeting and provide copies of the written summary to the MSW Field Education Coordinator and faculty advisor.
7. A Field Review must be conducted if the student receives a grade of Unsatisfactory “U”.

Field Review Procedures:

The review must be scheduled within the first two (2) weeks of the spring semester for grades relating to fall term and within two (2) weeks of the end of the spring semester for grades related to spring term.

- The review is convened by the MSW Field Education Coordinator field education and will include the student, the student's advisor, the field instructor, field liaison and MSW Program Director. If the faculty liaison is also the student's advisor, the student may choose to have another member of the faculty serve as advisor during the review
- The faculty liaison will summarize in writing the contacts and actions taken and will provide copies to all parties involved in the review.

- The MSW Field Education Coordinator will act as chair and recorder for this review. The student, advisor, liaison, field instructor may present information both verbally and in writing as part of the Review.
- The review will usually result in immediate decisions. In the event of significant concerns or the need for additional information, the MSW Field Coordinator, faculty liaison, advisor and program chair may elect to go into executive session.
- Written decisions must be made within ten business days of the Review and placed in the student's permanent student record.
- Formal student notification of decisions must be made within ten business days of the Review.
- Remedial actions to address the concerns may include the following:
 - a. The student may be required to complete additional field hours.
 - b. A change of placement may be made.
 - c. The student may choose to take a leave of absence from the program and reapply at a later date. If this option is chosen it should include specific tasks that must be accomplished to be considered for return to the program.
 - d. The student may choose to withdraw from the program.
 - e. The student may be terminated from the program.

Field Review Appeal:

A student who believes that the case has not been handled appropriately or resolved to her or his satisfaction may appeal in writing utilizing the appropriate procedures. These procedures are outlined in the College's graduate catalog.

Field Education Evaluations

The field education evaluations are best viewed as a part of an ongoing dialogue between field instructor and student, with the involvement of the faculty field liaison/seminar instructor. The objectives that form the basis of this evaluation come directly from the program objectives. An attempt has been made to anchor the behaviors expected.

The evaluation process for the practicum experience consists of three specific evaluation components: (Each component requirement for completion is specified on the forms).

Self-evaluation by the student consisting of the student completing the same evaluation instrument used by the field instructor at the end of each semester and discussing the self-evaluation with the field instructor during the evaluation process.

1. An evaluation of the student by the field instructor at the end of fall and spring semesters reflecting the field instructors assessment of the students level of achievement in demonstrating field objectives at a satisfactory level.
2. Student evaluation by the field instructor and agency site and learning opportunities at the end of the second semester of field practicum.

Using the Field Evaluation Form within a Process

- Within the first three weeks the student will need to develop a preliminary learning contract in consultation with his or her field instructor. The field learning contract should be refined throughout the first semester, and updated at the beginning of the second semester. Dates of submission to the faculty liaison are outlined in the field practicum/field seminar syllabi. The

field evaluation should be utilized as one tool in developing the contract. This tool can be used to help clarify expectations (both in terms of opportunities presented/available and on expectations for performance).

- At about the midpoint of the semester (around the end of the 2nd month) it is suggested that as part of the weekly supervision session, time be scheduled for the field instructor and student to look at the evaluation form and explore how the student is doing. Ideally, this is accomplished before the semester three-way meeting between field instructor, student and faculty field liaison/seminar instructor. Any major areas of disagreement or potential problems should be discussed prior to the three-way so that problem solving can be engaged in.
- By the end of each semester, an evaluation form must be completed and signed by all parties. It is suggested that the student complete a self-evaluation using the same evaluation instrument used by the field instructor and discuss the self-evaluation with the field instructor during the evaluation process. This provides a tool to explore discrepancies or hidden areas and facilitates discussion between student and field instructor. The field instructor is responsible for the final assessment of the student's field practicum performance in his or her evaluation of the student using the field practicum evaluation form. The faculty liaison will send the field instructor an email with a link to the field evaluation form,
- Students will complete an agency and field instructor evaluation at the end of the second semester of the placement.

Field Education Forms

The College at Brockport, SUNY
MSW Program
**Social Work Field Practicum Student
Release of Information Authorization and Training Agreement**

As a part of the field placement assignment process, the MSW Field Education Office will need to share student placement materials and other relevant information with potential agencies/field instructors. This includes: discussions with the prospective field instructor, sending a copy of the student's résumé and letter of introduction. By signing this agreement, **I hereby give my permission to the MSW Field Education Office SUNY Brockport to release any and all information included in my application for field placement to potential agencies/field instructors for the purposes of arranging field placement(s). This release extends to several agencies when necessary for confirmation of a mutually agreeable placement site.**

In consideration for participating in the MSW Social Work program of The College at Brockport, and for receiving field practicum training at Affiliate agencies and or organizations that have entered into Affiliation Agreements with The College at Brockport, **I hereby agree to the following :**

- The student shall assume full responsibility for his/her traveling, parking and associated expenses while assigned to Affiliate.
- The student acknowledges understanding that, SUNY Brockport and NYS have no liability for the student's transportation; the student further acknowledges that he or she assumes responsibility through their own liability automobile insurance for any traveling, including but not limited to transporting field practicum clients in the student's vehicle during field practicum.
 - Students who are under the insurance of another party must have signatures from the insuring party that they understand that there is no liability assumed by the University for students who choose to drive clients.
- The student shall assume responsibility to ask the Affiliate about their policies and procedures regarding client transportation during the field practicum interview process, prior to accepting the field practicum.
- The student acknowledges that Affiliate retains the ultimate authority to control decisions by students in regard to client services and interventions.
- The student agrees to observe the rules, regulations, policies and procedures, and dress codes of Affiliate.
- The student agrees to follow the NASW Code of Ethics.
- The student agrees to abide by HIPAA confidentiality guidelines.
- The student declares that he/she is free from any health impairment that is of potential risk to patients or to other staff or employees or that may interfere with the performance of his/her duties, including habituation or addiction to behavior altering substances.

**** Students completing field internship at a health care agency may be required by the agency to demonstrate proof that they are free of active Tuberculosis within one year prior to field placement at the affiliate agency.**

By signing this form, the student agrees to be bound by the terms of this release of information and student agreement.

Print Name

Student Signature

Date

SUNY Brockport MSW Program Generalist Field Education Learning Contract

Student Name: _____ Date: _____

Agency Name: _____ Field Instructor Name _____

Field Instructor Phone and email _____

Task Supervisor (as relevant) _____ Faculty Liaison: _____

Instructions for completing the Field Placement Learning Contract:

This contract is to be developed collaboratively between the Field Instructor and student. The faculty liaison will review and provide feedback on the learning contract drafts. The 9 competencies that are specified in this form are those established by our national accrediting organization, the Council on Social Work Education (CSWE). Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at 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. More information on the competencies themselves as well as competency-based social work education can be found here: [2015 CSWE Educational Policy and Accreditation Standards](#)

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 interprofessional 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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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 multidisciplinary sources and multiple ways of knowing. They also understand the processes of 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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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 interprofessional 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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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 interprofessional 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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, 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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

Field Placement Days of Week and Hours: _____

Day and Time of Weekly MSW Supervision: _____

Signature of Agency Field Instructor: _____ **Date:** _____

Signature of Student Intern: _____ **Date:** _____

Signature of Faculty Liaison: _____ **Date:** _____

If you are applying for an extended semester or other exception to the field hour policy, please attach the approved plan as an addendum to this learning contract.

SUNY Brockport MSW Program Advanced Integrated Practice Field Education Learning Contract

Student Name: _____ **Date:** _____

Agency Name: _____ **Field Instructor Name** _____

Field Instructor Phone and email _____

Task Supervisor (as relevant) _____ **Faculty Liaison:** _____

Instructions for completing the Field Placement Learning Contract:

This contract is to be developed collaboratively between the Field Instructor and student. The faculty liaison will review and provide feedback on the learning contract drafts. The 9 competencies that are specified in this form are those established by our national accrediting organization, the Council on Social Work Education (CSWE). Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at generalist level of practice, followed by a set of indicators that integrate these components. These indicators represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. More information on the competencies themselves as well as competency-based social work education can be found here: [2015 CSWE Educational Policy and Accreditation Standards](#)

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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

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.

Tasks, Practice Activities and Time Frames: (Please be specific – what, with who, by when, etc.)

Field Placement Days of Week and Hours: _____

Day and Time of Weekly MSW Supervision: _____

Signature of Agency Field Instructor: _____ **Date:** _____

Signature of Student Intern: _____ **Date:** _____

Signature of Faculty Liaison: _____ **Date:** _____

If you are applying for an extended semester or other exception to the field hour policy, please attach the approved plan as an addendum to this learning contract.

**SUNY Brockport MSW Program
Field Practicum Time Sheet**

Students are responsible for completion of time sheet and obtaining field instructor signature. Time sheets should be submitted to the faculty liaison with the field practicum evaluation form at the end of each semester, attached to the Field Evaluation Form.

Student Name: _____ **Agency Name:** _____

Fall Semester: _____ **Spring Semester:** _____ **# of Hours** _____

Week #	Dates	Hours Completed	Student Signature	Field Instructor Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

SUNY Brockport MSW Program

Field Learning Contract Addendum: Extended Semester Exception Schedule Plan

Students requesting an extended semester exception must submit the plan for completing field hours each semester for approval by the field instructor and faculty liaison. The planned schedule must ensure continuity of learning experiences to assist the MSW student intern with sufficient opportunities to develop practice competencies required to meet field objectives.

Students are responsible to:

Submit an updated Extended Semester Exception Schedule Plan if changes to the approved schedule need to occur.

Provide Field Instructor with completed time sheet weekly for review and signature. The time sheet should be available for review by the faculty liaison if requested and is to be submitted with final semester evaluation at the end of the semester.

Please Note: Generalist level students approved for an Extended Semester Exception must complete a minimum of 12 hours per week and Advanced level students must complete a minimum of sixteen hours per week. The semester can be extended for up to three additional weeks (this includes use of the break week). Each semester, Generalist level students are required to complete a total of 200 field practicum hours and advanced level students are required to complete 250 field practicum hours. All MSW graduating students approved for an Extended Semester Exception must have all spring semester field requirements complete by the third week of May.

Student Name: _____ Semester: Fall: _____ Spring: _____ Year: _____

Field Instructor Name: _____ Agency Name: _____

Planned schedule: Please specify your schedule for completing field hours. Include the days and times and the number of hours planned weekly along with the scheduled plan for weekly supervision.

Submitted by:

MSW Student Signature: _____ Date: _____

Approved by:

Field Instructor: Signature: _____ Date: _____

Faculty Liaison Signature: _____ Date: _____

(Faculty Liaison will attach this plan with the time sheet and submit to the field office at the end of each semester).

SUNY Brockport MSW Program
Generalist Field Practicum Evaluation of Student

Please note that a link to the online field evaluation will be emailed to the Field Instructor by the faculty liaison. The evaluation form is presented in this manual so that field instructors and students can review the form in advance.

☐ Fall Semester ☐ Spring Semester # of Field Hours: _____

Student Name: _____

Field Instructor Name: _____

Agency Name: _____

This field practicum evaluation provides an outcome performance approach in assessing students' generalist level knowledge, values and skills. In this evaluation, there are nine core competencies. 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. Students must be rated on the overall competency (knowledge, values, skills, cognitive/affective processes, and associated behaviors) ([2015 CSWE Educational Policy and Accreditation Standards](#)).

Rating Scale

5	Excellent Able to skillfully demonstrate knowledge, values, skills, as well as cognitive and affective processes. Observable behaviors are performed in a highly capable manner, and the student demonstrates high levels of understanding and proficiency.
4	Above Average Consistently demonstrates knowledge, values, skills, as well as cognitive and affective processes. Observable behaviors are performed in a capable manner, and the student demonstrates high levels of understanding and proficiency.
3	Satisfactory Consistently demonstrates professional growth and application of knowledge, values, skills, as well as cognitive and affective processes required for beginning generalist level practice. Observable behaviors are appropriate and the student demonstrates satisfactory level of understanding and proficiency.
2	Insufficient Progress Inconsistently demonstrates knowledge, values, skills, as well as cognitive and affective processes. Student has difficulty demonstrating observable behaviors in a consistent manner and does not demonstrate an adequate level of understanding or proficiency. Corrective action and additional training are required.
1	Unacceptable Progress Unable to demonstrate awareness, knowledge, values, skills, and/or cognitive and affective processes. Observable behaviors do not demonstrate a fundamental level of understanding and proficiency.
N/O	No Opportunity to develop this competency in practice and/or assess during this semester. This rating is only allowed in fall semester (or midterm if block placement) and a plan must be developed to assess the competency for the final evaluation).

Please attach additional sheets as needed to reflect comments

<p>Competency 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 interprofessional 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:</p> <ul style="list-style-type: none"> • 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 <p>use supervision and consultation to guide professional judgment and behavior.</p>						
Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity

		Average		Progress		
Reasoning/Plan for Improvement:						

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.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
Reasoning/Plan for Improvement:						

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.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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Reasoning/Plan for Improvement:

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 multidisciplinary sources and multiple ways of knowing. They also understand the processes of 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.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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Reasoning/Plan for Improvement:

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.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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Reasoning/Plan for Improvement:

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 interprofessional 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.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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Reasoning/Plan for Improvement:

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 interprofessional 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.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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Reasoning/Plan for Improvement:

<p>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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:</p> <ul style="list-style-type: none"> 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. 						
Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
Reasoning/Plan for Improvement:						

<p>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:</p> <ul style="list-style-type: none"> 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 <p>apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</p>						
Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
Reasoning/Plan for Improvement:						

Summary of Scores (worksheet)*				Unsatisfactory Fall Semester: Sum of Scores divided by 9 is 2.9 or lower. Spring Semester: Any competency scored below 2.9	Satisfactory Fall Semester: Sum of scores divided by 9 is 3.0 or higher. Spring Semester: Each Competency must be scored 3.0 or higher.
Competency 1		Competency 6			
Competency 2		Competency 7			
Competency 3		Competency 8			
Competency 4		Competency 9			
Competency 5		<i>Sum of scores divided by 9*</i>			

**For the fall semester evaluation ONLY: If the sum score divided by 9 is lower than 3.0, the student cannot progress in field. If the sum score divided by 9 is greater than 3.0 but one or more of the competencies was scored below a 3, a remedial plan MUST be developed for each of those competencies.*

Field Instructor Section:

Please describe the student's strengths and areas of accomplishment: <i>(Please attach additional sheets as needed)</i>
Please indicate areas requiring further development and improvement: <i>(Please attach additional sheets as needed)</i>

Student Section:

I am in agreement with this evaluation. (circle Yes or No)	Yes	No
Student Comments: <i>(Please attach additional sheets as needed)</i>		

Signature of Agency Field Instructor: _____ Date _____

Signature of Student: _____ Date _____

Signature of Faculty Liaison: _____ Date _____

SUNY Brockport MSW Program
Integrated Practice Advanced Field Evaluation

Please note that a link to the online field evaluation will be emailed to the Field Instructor by the faculty liaison. The evaluation form is presented in this manual so that field instructors and students can review the form in advance

☐ Fall Semester

☐ Spring Semester

of Field Hours: _____

Student Name: _____

Field Instructor Name: _____

Agency Name: _____

This field practicum evaluation provides an outcome performance approach in assessing students' advanced level knowledge, values and skills. In this evaluation, there are nine core competencies. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the advanced 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. Students must be rated on the overall competency (knowledge, values, skills, cognitive/affective processes, and associated behaviors) [2015 CSWE Educational Policy and Accreditation Standards](#).

Rating Scale

5	Excellent Skillfully demonstrate knowledge, values, skills, as well as cognitive and affective processes. Observable behaviors are performed in a highly capable manner, and the student demonstrates high levels of understanding and proficiency.
4	Above Average Consistently demonstrates knowledge, values, skills, as well as cognitive and affective processes. Observable behaviors are performed in a capable manner, and the student demonstrates high levels of understanding and proficiency.
3	Satisfactory Consistently demonstrates professional growth and application of knowledge, values, skills, as well as cognitive and affective processes required for advanced integrated practice. Observable behaviors are appropriate and the student demonstrates satisfactory level of understanding and proficiency.
2	Insufficient Progress Inconsistently demonstrates knowledge, values, skills, as well as cognitive and affective processes. Student has difficulty demonstrating observable behaviors in a consistent manner and does not demonstrate an adequate level of understanding or proficiency. Corrective action and additional training are required.
1	Unacceptable Progress Unable to demonstrate awareness, knowledge, values, skills, and/or cognitive and affective processes. Observable behaviors do not demonstrate a fundamental level of understanding and proficiency.
N/O	No Opportunity to develop this competency in practice and/or assess during this semester. This rating is only allowed in fall semester (or midterm if block placement) and a plan must be developed to assess the competency for the final evaluation).

Please attach additional sheets as needed to reflect comments

<p>Competency 1–Demonstrate Ethical and Professional Behavior</p> <p>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:</p> <ul style="list-style-type: none">• 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.
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Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
Reasoning/Plan for Improvement:						

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: <ul style="list-style-type: none"> • 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. 						
Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
Reasoning/Plan for Improvement:						

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: <ul style="list-style-type: none"> • 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. 						
Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
Reasoning/Plan for Improvement:						

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						
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<p>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:</p> <ul style="list-style-type: none"> • 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. 						
Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
Reasoning/Plan for Improvement:						

<p>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:</p> <ul style="list-style-type: none"> • 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. 						
Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
Reasoning/Plan for Improvement:						

<p>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.</p> <ul style="list-style-type: none"> • 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 						
Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity

Reasoning/Plan for Improvement:

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.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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Reasoning/Plan for Improvement:

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

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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Reasoning/Plan for Improvement:

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.

Rating:	<input type="checkbox"/> 5: Excellent	<input type="checkbox"/> 4: Above Average	<input type="checkbox"/> 3: Satisfactory	<input type="checkbox"/> 2: Insufficient Progress	<input type="checkbox"/> 1: Unacceptable Progress	<input type="checkbox"/> N/O: No Opportunity
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Reasoning/Plan for Improvement:

Summary of Scores (worksheet)*				Unsatisfactory Fall Semester: Sum of Scores divided by 9 is 2.9 or lower. Spring Semester: Any competency scored below 2.9	Satisfactory Fall Semester: Sum of scores divided by 9 is 3.0 or higher. Spring Semester Each Competency must be scored 3.0 or higher.
Competency 1		Competency 6			
Competency 2		Competency 7			
Competency 3		Competency 8			
Competency 4		Competency 9			
Competency 5		Sum of scores divided by 9*			
*For the fall semester evaluation ONLY: If the sum score divided by 9 is lower than 3.0, the student cannot progress in field. If the sum score divided by 9 is greater than 3.0 but one or more of the competencies was scored below a 3, a remedial plan MUST be developed for each of those competencies.					

Field Instructor Section:

Please describe the student's strengths and areas of accomplishment:

(Please attach additional sheets as needed)

Please indicate areas requiring further development and improvement: <i>(Please attach additional sheets as needed)</i>

Student Section:

I am in agreement with this evaluation. (circle Yes or No)	Yes	No
Student Comments: <i>(Please attach additional sheets as needed)</i>		

Signature of Agency Field Instructor: _____ Date _____

Signature of Student: _____ Date _____

Signature of Faculty Liaison: _____ Date _____

Please staple time sheet(s) to field evaluation

SUNY Brockport MSW Program

MSW Student Evaluation of the Field Instructor and Field Practicum Agency:

Please Note: A link to this evaluation form will be posted to students' spring semester field seminar course page on blackboard. This evaluation form will be submitted using an online submission. This form is presented in the manual so that students and field instructors have access to the form in the field education manual.

Student Name: _____ Term & Year: _____

_____ Generalist Level Placement _____ Integrated Practice Advanced Placement

Agency: _____ Field Instructor Name: _____

Students complete this evaluation at the end of the second semester of field practicum

Please indicate your rating for each statement	Strongly Disagree	Disagree	Agree	Strongly Agree
Student Evaluation of Agency-Based Field Instructor <i>The Field Instructor:</i>				

Please indicate your rating for each statement	Strongly Disagree	Disagree	Agree	Strongly Agree
possesses an attitude toward professional graduate social work education that fosters a positive relationship for agency-based learning;				
is able to distinguish internship learning and evaluation from staff performance expectations and incorporate these differences in the evaluation process;				
creatively provides practicum experiences that enable me to integrate social work knowledge, skills, values, awareness of diversity, and classroom learning into the field experience;				
creates a learning environment that recognizes my learning needs by facilitating a professional educational setting;				
offers a sound educational experience by providing feedback and input into new practice directions and trends;				
provides regularly scheduled weekly supervision on a consistent basis.				
Student Evaluation of Field Practicum Site				
<i>The Field Practicum site:</i>				
demonstrates a commitment to professional development;				
provides adequate space and access to agency resources appropriate for carrying out assigned responsibilities and functions;				
provides preparation in how to conduct oneself when in the field (related to safety);				
demonstrates the profession's values and ethics through the structure and functions conducted at the field practicum site;				
provides agency-based learning opportunities with different system levels;				
provides educational activities within a supportive learning environment;				
provides agency training and in-service opportunities.				
Student Evaluation of Field Learning Opportunities (Field Education Goals)				
<i>The field practicum provides students' opportunities to:</i>				
integrate class room experiences with direct application of social work knowledge and skills;				
practice at micro, mezzo and macro levels in a collaborative manner;				
apply professional values and ethics in practice at deepening levels;				
identify professional use of self considerations in a variety of practice situations;				
practice in an environment that values diversity and social justice;				
be supervised by an experienced licensed social worker				
explore professional contexts of practice (policy, advocacy, research , etc)				
utilize evaluation to assess practice and program effectiveness				
Student Evaluation of opportunities to practice and demonstrate competencies				
<i>The field placement provides me an opportunity to:</i>				
Competency 1–Demonstrate Ethical and Professional Behavior				
Competency 2 –Engage Diversity and Difference in Practice				

Please indicate your rating for each statement	Strongly Disagree	Disagree	Agree	Strongly Agree
Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice				
Competency 4 –Engage In Practice-informed Research and Research-informed Practice				
Competency 5 –Engage in Policy Practice				
Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities				
Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities				
Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities				
Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities				

Comments:

Student Name	
Student Signature 	Date
Note: We recommend sharing this feedback with your field instructor	

MSW Field Instructor Reciprocity Policy and Procedure

In recognition of the valuable contribution made by social work field instructors (field educators) to the MSW Program, The College at Brockport, State University of New York offers the opportunity for MSW field educators to request a SUNY Tuition Waiver.

SUNY Tuition Waiver

The Social Work Program at the College at Brockport, SUNY, offers tuition waivers to our field instructors who supervise social work students. A three-credit graduate tuition waiver may be requested at the end of the academic year, for MSW level field placements completed during that academic year, by completing and submitting the Tuition Waiver Request Form using the link provided by the MSW Program. In order for the waiver request to be approved and processed, the instructions include a requirement that the designated recipient submit their social security number using a secure website. The website address will be provided in the electronic application link. Here is the link to the tuition waiver request form:

<https://forms.brockport.edu/view.php?id=5603505>

The tuition waiver can only be issued to the primary field instructor or if declined by the field instructor, can be issued to day-to-day task supervisor for field placements using a task supervision model to supplement field instruction supervision. If a task supervision model is in place, the social work field office must have a record of this person listed as a task supervisor at the time of placement.

The tuition waiver is issued after the completion of the academic year (two semesters of placement). It will be sent directly to the recipient by the College via the mail. Once the tuition waiver is issued, it can be submitted to the student accounts office for tuition bill payment.

The recipient of the waiver must claim the value of the tuition waiver as income for tax purposes. **The College at Brockport cannot issue waivers in any semester other than the academic year in which the waiver was earned.**

Library Privileges for Field Instructors

MSW Field Instructors have complimentary loan privileges at SUNY Brockport.

The College at Brockport:

The Circulation Department at Drake Library on the main campus at Brockport will be provided with a list of Field Instructors at the beginning of each new academic year. In going to that library, you should identify yourself as a "Field Instructor" at the Circulation Desk and bring a driver's license to receive the complimentary borrowing privilege of library materials. **If you wish to use The College at Brockport databases to search for and access online journal articles, you will be asked to pay the \$25.00 annual fee.** The borrowing policy for the College at Brockport can be found on the Drake Library web site: <https://www.brockport.edu/library/about/borrowing.html>

Insurance Coverage

Please refer to the SUNY Brockport Social Work Field Practicum Affiliation Agreements for liability insurance coverage.

Accident

The College does NOT carry insurance that would cover students transporting of agency client/patients on agency business, or student travel to and from agency field placements.

Appendices

Appendix A:

SUNY Brockport Non-Clinical Contract of Affiliation

https://www.brockport.edu/academics/social_work/graduate/docs/contract_of_affiliation_non_clinical.pdf

Appendix B: SUNY Brockport Clinical Contract of Affiliation

https://brockport.edu/academics/social_work/graduate/docs/contract_of_affiliation_clinical.pdf

Appendix C

SUNY Brockport Contract Exhibit

https://www.brockport.edu/academics/social_work/graduate/docs/brockport_contract_exhibit_a.pdf

Appendix D:

Non-Discrimination Policy: SUNY Brockport

https://www.brockport.edu/about/affirmative_action/laws_and_policies.html

Appendix E:

NASW Code of Ethics (Revised 2020 & 2021)

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Appendix F:

International Federation of Social Workers –*Global Social Work Statement of Ethical Principles* <http://ifsw.org/policies/statement-of-ethical-principles/>

Appendix G:

Council on Social Work Education: Educational Policy and Accreditation Standards 2015

<https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>

Appendix H:

Council on Social Work Education: Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight--February 25, 2014

<https://www.cswe.org/getattachment/Accreditation/2014-02-25AnnouncementreDOLandField-EF.pdf.aspx>

Appendix I:

New York State Laws and Regulations for Social Work Practice

<http://www.op.nysed.gov/prof/sw/>

Appendix J:

New York State Practice Guidelines for Mental Health Care

<http://www.op.nysed.gov/prof/sw/swcarestandards.htm>